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ABSTRACT

This handbook synthesizes research on the education of various subpopulations of students who tend to be highly mobile and explores common characteristics and significant differences. It provides a comprehensive array of resources for teachers and schools. Part 1, "Defining Highly Mobile Children and Youth," includes: (1) "Students on the Move"; (2) "Children Living in High Poverty"; (3) "Migratory Children and Youth"; (4) "Children and Youth Experiencing Homelessness"; (5) "Children of Military Families"; (6) "Students Experiencing Mobility on a Global Scale"; and (7) "Future Steps." Part 2, "How to Reach and Teach the Highly Mobile Student," includes: (8) "Reaching Highly Mobile Students: What Administrators Can Do" and (9) "Teaching Highly Mobile Students: School and Classroom Strategies." Part 3, "Tools You Can Use," includes appendices containing a complete checklist of interventions and strategies to support highly mobile students, a PowerPoint presentation on the issues for staff development and training, children's literature and activities, and suggested references and resources. (Contains over 100 endnotes.)(SM)

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Students on the Move:
Reaching and Teaching
Highly Mobile Children and Youth

Patricia A. Popp, Ph.D.
James H. Stronge, Ph.D.
Jennifer L. Hindman, M.T.

Project HOPE
The College of William and Mary

National Center for Homeless Education at SERVE
&
ERIC Clearinghouse on Urban Education

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ERIC Clearinghouse on Urban Education
525 West 120th Street
Box 40
Teachers College, Columbia University
212.678.3433 // 800.601.4868
Fax: 212.678.4012
Email: eric-cue@columbia.edu
Web: http://eric-web.tc.columbia.edu

Director: Erwin Flaxman
Associate Director: James M. Lonergan

National Center for Homeless Education at SERVE
P.O. Box 5367
Greensboro, NC, 27435
336.315.7400 // 800.755.3277
Fax: 336.315.7457
Email: homeless@serve.org
Web: http://www.serve.org/nche

Director: Diana Bowman

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Preface

Personal Reflection

As a teacher of students with special needs in a self-contained classroom in the 1980s, I vividly recall one of my greatest challenges—one that took consistent and extensive time and effort. It was not learning the curriculum expected for three to four grade levels; it was not juggling the special instructional needs and expectations of Individualized Education Plans; it was not teaching a class with the state maximum caseload; it was not even dealing with the challenging behaviors that can accompany disabilities and a child's frustration when trying to master difficult skills. The greatest challenge was adjusting my class to welcome and accommodate new students through the seemingly revolving door to my classroom.

One of the most time-consuming and often frustrating challenges occurred when, to an outsider, things might have appeared easiest. The challenge occurred the year I started with an extremely small class of only four students. Administrators knew that additional students were likely to be placed during the year and my position was secure despite the small enrollment. Each month one or two new students were found eligible for the services provided in my classroom. Each month I was forced to rearrange my schedule, build rapport, identify needs and effective strategies, *and* re-create a sense of community among my students. It was a never-ending cycle! I longed for the days when I started the year with a maximum caseload—a year that would have far fewer unknowns and much greater stability for my students and me.

My personal frustrations as an educator twenty years ago have been shared by numerous teachers and administrators. No sooner does a state board of education adopt stringent graduation requirements tied to the state's standards than district superintendents with high student turnover begin raising questions of equity.[1] Today, with the great emphasis on accountability, the role of mobility is beginning to gain greater attention in the literature and research on student achievement. The public is beginning to recognize the strong impact this variable can have on classrooms, schools, entire school districts, and the community as a whole.

The issue of mobility in education is a complex one. Our right to move freely is part of the "American Dream." Furthermore, today's world of work has changed dramatically from earlier generations. In a 2001 issue of The Economist, Peter Drucker stated, "The knowledge society is the first human society where upward mobility is potentially unlimited…The knowledge society… considers every impediment to such mobility a form of discrimination."[2] This aspect of the American Dream appears to have become the Educators' Nightmare. One reason for this negative transformation is the realization that most mobility experienced in schools is not the result of upward mobility and success. Rather, it is the result of poverty, lack of job stability, and even concerns about the safety and equitable treatment of students.[3]

History of the Project

The idea for developing this document began with a presentation on student mobility by personnel from Emerson Elementary in Madison, Wisconsin, at the 1999 National Association for the Education of Homeless Children and Youth Conference. This school had collected and developed a variety of materials to support their staff as they faced the challenges of high student mobility—mobility that resulted from a variety of factors, including poverty and homelessness. At that time in Virginia, as in many other areas of the country, we were facing the challenge of gaining the attention of educators and schools who did not see homelessness as a critical issue in their community. We could present at conferences and do numerous mailings, but if the targeted audience thought, "Homeless? We don't have homeless children here!" session attendance would be low and mailings could easily be passed over.

We recognized that in addition to exposing educators to the legal requirements related to homeless education, we wanted to ensure that homeless students would experience success and that the strategies for achieving this would help a much broader population of students. We were looking for a way to develop this message when providence connected us with the Emerson staff. Discussing the issues of mobility with them would help us address a challenge faced by homeless students *and* reach the broader audience we were seeking. This led to the development of an information brief for Virginia on student mobility and a number of presentations at state and national conferences. Interest in the information brief has been strong, with many requests from principals to have copies to share with their entire staff (a PDF version is available at http://www.wm.edu/education/hope/homeless.html), and increased attendance at conference sessions has shown that mobility is an issue our educators have come to see as meaningful in their work.

Developing this handbook has been an opportunity to explore the topic in greater depth, to gain more understanding of the issues that must be addressed to reach different groups of students who move frequently, and to identify strategies that teachers, schools, school districts, states, and the nation have used to meet the needs of this diverse population of students.

Purpose

The purpose of this handbook it to synthesize research on the education of various subpopulations of students who tend to be highly mobile and to explore common characteristics and significant differences. While research studies may still be limited, practitioners have been addressing mobility on a variety of fronts. From classroom strategies to local, state, and federal policies, steps have been taken to foster the stability of students in schools and increase their academic success.

The topics are organized around case studies. This structure provides a "workbook" format in which the concepts being presented can be applied to specific scenarios. In addition to the case studies, a number of children's books that deal with mobility have been reviewed with accompanying activities to be used with either students or educators. A variety of websites are included for additional information; since web addresses change frequently, a search by the site's name may be necessary.

Working with students experiencing high mobility requires the collaborative efforts of many individuals and agencies. Therefore, this workbook contains information that will, hopefully, be valuable to a large audience, including educators and other school-based personnel, administrators, policymakers, and other service providers in the community. While individuals interested in gaining more information on the topic can use this text, the format is designed to facilitate dialogue. The cases studies can be used in small faculty study groups or with task forces designing strategies and procedures tailored to a school community's needs. The materials also include questions for discussion groups, a sample PowerPoint presentation that can be adapted for staff development, and resources that can be used directly with students.

Organization of the Text

The workbook is divided into chapters that provide summary information from the literature on student mobility. The chapters define mobility, describe specific subgroups of students who tend to be highly mobile, discuss how to reach mobile students to ensure that they enroll in school, and highlight successful strategies for the school and the classroom. Appendices include a variety of resources for further exploration of the topic and ready-to-use materials for students and professional development sessions. This workbook is available in hard copy and electronic versions. The electronic version will make it easy to tailor the sample materials to meet local needs.

Acknowledgments

This workbook is the result of a collaborative effort between the staff of the National Center for Homeless Education and Project HOPE, the Virginia program for the education of homeless children and youth at The College of William and Mary. We would like to gratefully acknowledge the additional support provided by the U.S. Department of Education and the staff at SERVE. In addition, special thanks are extended to the staff members at Emerson Elementary School in Madison, Wisconsin. The Tip Book developed by Emerson was a major catalyst in the development of this project, and their willingness to allow us to incorporate their ideas in this workbook is greatly appreciated. Finally, we would like to acknowledge the assistance of Kathleen Collett, who provided support in locating and reviewing research to make the document as up-to-date as possible.

Part I

Defining Highly Mobile Children and Youth

Chapter 1

Students on the Move

1903: Miss Elkin teaches the primary grades in a small grammar school in the suburbs of New York City. It is not uncommon for Miss Elkin to welcome a new student to her class every few weeks as families leave the farms of eastern Long Island and move towards the city for factory and office work. The families arrive with the hope that they will find a more prosperous life. Miss Elkin will occasionally lose students whose families return to rural farm work or choose to seek their fortunes within the city itself. Identifying academic levels and refining classroom procedures and lessons plans to accommodate the continual changes is a way of life for Miss Elkin. Despite the workload, she finds in her students' excitement about their new way of life and their hope for the future the fuel she needs to keep adjusting her classroom. She appreciates the respect and support she receives from the families of her students.

* * *

2003: Ms. Dreyer teaches a third-grade class at an elementary school on the outskirts of Chicago. The once-booming industry that built the community no longer exists and the community is experiencing high unemployment. Poverty, crime, and the lack of funding for building repairs and basic school materials not only challenge the teachers but also send a message to their students about the value of education. New students arrive and are enrolled when the schools across town have interim breaks. Their families cannot afford child care when schools close, so they use open schools to address this need. When the schools across town reopen, the children leave again. Some students simply do not return to school and efforts to locate the families are unsuccessful. Other students arrive, often to a classroom without enough texts, or even desks, to accommodate

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them. Ms. Deyer attempts to welcome her new students, frequently using her own money to purchase supplies for them; yet the emphasis on increasing student test scores and comparisons with more affluent communities often leave her feeling defensive about her work.

Discussion Questions:

- How has student mobility changed over 100 years in the two communities described above?
- How has student mobility changed in your community?
- Who are the students experiencing the highest levels of mobility in your community? Why?
- What challenges does student mobility create for your educational policymakers?
- What challenges does student mobility create for school personnel (e.g., principals, teachers, guidance counselors, enrollment staff)?

Mobility is not a new issue confronting educators, but the faces of students experiencing high mobility have been changing. The focus of early educational research was the upwardly mobile student. From the 1880s through the 1950s, mobility was often seen as the result of a job promotion, with significant exceptions during times of war or the Great Depression of the 1930s, as described by John Steinbeck.

> And then the dispossessed were drawn west—from Kansas, Oklahoma, Texas, New Mexico; from Nevada and Arkansas families, tribes, dusted out, tractored out.
> Carloads, caravans, homeless and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless—restless as ants scurrying to find work to do—to lift, to push, to pull, to pick, to cut— anything, any burden to bear for food.
> The kids are hungry. We got no place to live. Like ants scurrying for work, for food, and most of all for land.[4]

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Since the 1970s, however, there has been a shifting focus, with downwardly mobile populations receiving greater attention. Poverty factors and increases in the number of children in low socioeconomic status (SES) families have changed the context for looking at mobility and education.[5] Other factors that can influence multiple moves for children include corporate downsizing, sporadic employment opportunities, and changes in family structures and support.

This introduction provides an overview of the variety of students who may fall into the category of "highly mobile," which is defined as follows:

> Students who move six or more times in the course of their K-12 career may be defined as "highly mobile."[6]

Looking at this definition, it quickly becomes apparent that many children will fall into this category of "highly mobile." They include the children of migrant workers, families experiencing domestic violence or homelessness, and other unstable work/home situations related to high poverty. In addition, several groups in which poverty may not be a factor, but for whom mobility remains a potential challenge, will be included: "third culture kids," children in military families, children of corporate executives and diplomats, and children of immigrants. Consider the following statistics:

- According to the 2000 U.S. Census Report:
    - Fifteen to eighteen percent of school-age children changed residences from the previous year.[7]
    - Nearly 12 million children changed their place of residence in 1999-2000.[8]
- According to a 1994 U.S. General Accounting Office report analyzing national data on third graders:

  - One-half million children attended more than three schools between first and third grade.[9]
  - Thirty percent of children in low-income families (annual incomes below $10,000) changed schools versus eight percent of children from families with annual incomes above $50,000.[10]
  - Inner-city students are more likely to change schools frequently, with approximately 25 percent of third graders having attended three or more schools, while approximately one-seventh of suburban and rural third graders had mobility rates this high.[11]

- Some urban schools report student turnover ranging from 40 to 80 percent.[12]
- The average child experiencing homelessness moves three or more times per year.[13]
- Frequent school changes have been correlated with lower academic achievement.[14]
  - It may take four to six months to recover academically from a school transfer.[15]
  - Mobile students are half as likely to graduate from high school.[16]
  - Isolation after a move impacts school attendance and performance.[17]
  - Students who move frequently have lower attendance rates, with a 20 percent absentee rate resulting in achievement scores 20 points lower than those of stable peers.[18]
  - Mobile students are twice as likely to repeat a grade.[19]
  - Mobility also adversely affects the academic achievement of stable students.[20]

For additional details, see Appendix D, which contains a summary of research on mobility.

The age of the student, the reasons for the moves, the available family and community supports, and the number of moves can create very different scenarios that all meet the basic definition of highly mobile. While the information that follows highlights subpopulations and offers general characteristics that may assist educators and other service providers in identifying and understanding student needs, we will continue to stress the importance of looking at the unique contexts of the students you serve. Whether addressing macro issues at the state or federal level or micro issues at the classroom level, forces shaping the experiences of individual students must be acknowledged to make meaningful changes.

Chapter 2

Children Living in High Poverty

Darian

Darian is starting first grade next week. He is excited about starting school. He is a veteran student. He attended Head Start classes from age three, and was fortunate to attend a full-day kindergarten last year. Darian keeps asking his mother, Donetta, when they can go shopping for his new school supplies. Donetta, a single mother of two, is working two jobs. She waitresses during the day and does housekeeping in a large office building downtown four nights a week, but this barely provides the basics to feed her family and pay the rent on their one- bedroom apartment. This is the third apartment Donetta has had to find in the past two years as rents in the city continue to rise, and another increase notice arrived just last week. Donetta is not sure how she will pay this month's rent, let alone the supplies listed for Darian's class. Darian often watches his three-year-old sister in the evenings when his teenage aunt can not come over to babysit. Darian sees how tired his mom is when she gets home early in the morning and tries his best to keep the apartment clean and keep his sister from waking his mother.

Discussion Questions:

- What immediate needs do you anticipate for Darian and his family?
- Given your educational role, how would you begin to meet those needs?
- What assets does Darian bring to the classroom? Can these be protected?
- What would you anticipate Darian's future education experiences will be like?
- Do you know any Darians in your community?

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Not all children living in poverty are highly mobile, but as will be noted in subsequent chapters, poverty, and its associated challenges, is a characteristic shared by many students experiencing frequent school moves. In fact, studies of student achievement and mobility arrive at varying conclusions, partly due to their inability to control for poverty factors and related stressors across mobile and nonmobile participants. Appendix D reviews a sample of mobility studies. A quick perusal will show that poverty is a common underlying theme addressed by many of the researchers.

Incidence and Distribution of Children Living in Poverty

According to the U.S. Census Bureau, in 2001, "the poverty rate for all children under 18 years of age was 16.3 percent, higher than the rates for people 18 to 64 years old and 65 and over (10.1 percent for each)."[21] For children of color, the percentages rise sharply, with approximately 30.2 percent of African American children and 28 percent of Latino children living in poverty.[22] In addition, approximately 12.5 million children receive supplemental educational support due to their economic status through Title I, Part A.

Title I. "For a generation, federal education policies have had the dual aim of expanding opportunities for special student populations and stimulating improvements in school quality."[23] Recognizing the discrepancy in educational services provided in affluent and high-poverty communities, Congress began addressing the educational needs of children and youth living in poverty when it passed the *Elementary and Secondary Education Act (ESEA)* in 1965 as part of President Lyndon B. Johnson's War on Poverty. The current reauthorization of *ESEA* targets children and youth living in poverty through Title I of the *No Child Left Behind Act of 2001 (NCLB)*. The following excerpt from the legislation describes the purpose of Title I.

> SEC. 1001. STATEMENT OF PURPOSE.
> The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

NCLB challenges states and localities to demonstrate even greater accountability in meeting the educational needs of students from low-income homes and communities. The funding is formula based, taking into account poverty indices and population. States and localities must make decisions regarding how to allocate the federal funds they receive. This will vary from one state education agency (SEA) to another, from one local education agency (LEA)[24] to another, and even from school to school. The following excerpt describes the process to be used by states to prioritize the allocation of Title I funds.

> Sec. 1003(g)(6)
> (6) PRIORITY.—The State, in awarding such grants, shall give priority to local educational agencies with the lowest-achieving schools that demonstrate—
> (A) the greatest need for such funds; and
> (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116.

Use of Title I funds by LEAs. As referenced above, localities also have guidelines in determining the allocation of Title I funds. In addition, schools have options for the use of their Title I funds. Where the poverty level in the school is high, a "schoolwide" Title I program can be established that serves all the students in that school. A second option is "targeted assistance," which ties the use of funds to eligible students. Despite federal appropriations totaling billions of dollars, the needs in many localities require that choices be made regarding who can be served. Section 1113 of the legislation describes how funds should be awarded to eligible schools and mandates a process for rank ordering areas of critical need: "The term 'eligible school attendance area' means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole."[25] If an LEA identifies more school areas in need than the funding received can serve, awards should be made starting with school attendance areas having the greatest concentration of poverty. LEAs conduct rankings annually. The rankings are based on the number of children ages 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free or reduced-priced lunches under the *Richard B. Russell National School Lunch Act,* the number of children in families receiving assistance under the State program funded under Part A of Title IV of the *Social Security Act,* or the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency.[26]

Accountability Under Title I. A new term that is receiving significant attention is "adequate yearly progress" (AYP). The goal is to have *all* children meeting state-defined standards by 2012, not just students receiving Title I support. This includes identified subgroups that have historically performed at lower academic levels. Schools, LEAs, and SEAs must report disaggregated achievement data for the following groups of children:

- High poverty
- Minority race/ethnicity
- Limited English proficiency (LEP)
- Disabilities

NCLB provides additional requirements and consequences when adequate progress is not demonstrated. The complexity of this legislation is beyond the scope of this workbook; however, it is important to recognize that school mobility among these disaggregated subgroups is not uncommon and may add a confounding factor to ensuring academic success for these students.

To learn more about Title I and *NCLB*, visit the USDE website (http://www.nclb.gov/), which includes links to legislation, policy and guidance, and a large variety of resources.

Common Needs of Children and Youth Living in Poverty and Potential Solutions

As will be reiterated in future chapters, safe, affordable housing and a living wage with which a worker can support his/her family are needs for families in poverty. The decline in extended-family connections and the increase in one-parent households have led to a need for emotional and social support systems that were provided by families in previous generations.

Authors such as Jonathan Kozol have provided poignant comparisons of the resources available to schools in high-poverty communities and those found in more affluent areas. Kozol challenges the current system of funding schools by localities with highly varying tax bases. Lack of adequate buildings, books, and resource materials are common plights despite the infusion of federal and state funding to assist economically struggling communities.[27]

Of even greater concern is the level of teacher quality and experience in high-poverty areas. Noncertified teachers and teachers teaching out of their field of specialization affect student achievement. The work of William Sanders illustrates the impact of highly effective and ineffective teachers on students' subsequent learning, as students taught by effective teachers show increased achievement over peers taught by ineffective teachers that lasts for multiple years.[28] If certification is one indicator of a teacher's ability to be effective, consider the following: In New York State, approximately one teacher in 33 is uncertified compared to one in seven in New York City.[29] Similar statistics are found whenever affluent and high-poverty school communities are compared. Teachers who begin their careers in low-income schools may find the lure of higher salaries and more comfortable accommodations difficult to resist once they have "paid their dues." Retaining high-quality teachers is a critical challenge throughout the nation. In many economically disadvantaged school districts, the challenge has become a crisis. Studies have found that the gap in student achievement between white and African American students, even when socioeconomic status is controlled for, can be attributed largely to the qualifications of teachers.[30]

An additional challenge is the assumption that children in poverty will not perform well academically. Early research on school efficacy correlated achievement with economic advantage and scores continue to demonstrate such a pattern today. However, more and more exceptions to this assumption are being identified and replicated, challenging teachers and administrators who wish to "blame the victim" and excuse the poor academic performance of their students by pointing to their home lives.[31] An example of a study that challenges this traditional assumption follows.

Key Findings From High-Performing School Districts:

Equity-Driven, Achievement-Focused School Districts

A Texas study of high-achieving school districts was conducted to identify ways of ensuring that students have an equitable educational experience regardless of race/ethnicity or economic status. The researchers noted that instances of high-achieving individual schools in areas of high poverty with large percentages of students of color exist. The challenge was to identify larger units (e.g., school districts) that also were able to close the proverbial achievement gap. This qualitative study attempted to capture the events, activities, and characteristics of school districts that were able to significantly increase the academic achievement of their diverse student populations. The researchers noted that the state's shift from inputs to outputs (i.e., increased accountability for academic achievement) was perceived across these districts as a critical catalyst for change. The requirement for achievement data that was disaggregated by race and income and was readily available to the public added to the challenge the districts faced. With state and local pressure not to accept excuses for poor performance, educational and community leaders worked together to shape a culture that had high expectations for all students supported by continual improvement in data collection. These districts recognized the importance of including teachers in the process, noting that school reform that does not reach the classroom is unlikely to touch students. While not addressed directly in the report, the researchers noted the critical role teacher efficacy plays in student achievement.[32] The following teacher quote illustrates how teacher beliefs changed through the process. Early on, this teacher had students who were not performing well on the state assessment. She saw the data and kept reading, attending workshops, and learning how to improve her instruction. Now she says: "I just don't allow [poverty] to be one of the stumbling blocks for my children. Okay, yes, they don't have enough money. Yes, they live in poor conditions…But that doesn't mean they can't learn…When I'm in the classroom I expect a lot. When I'm teaching I take them beyond what they need to know to be successful on TAAS [Texas Academic Assessment System]."[33]

Related to the assumption that children living in poverty cannot be expected to learn at high levels are teaching practices in low-income schools that emphasize basic skills in lieu of higher-level thinking and problem-solving. Higher-order thinking skills are presumed to be unattainable by students who have not mastered "the basics," leading to heavy drill and little exploration and student-generated understanding. Knapp and his associates[34] studied 140 classrooms in six school districts to explore whether teachers could extend and integrate instruction in a way that increased conceptual knowledge and determine what impact this had on academic achievement. Enhancing instruction to incorporate advanced thinking skills was not found to hinder achievement and, in most cases, improved students' academic performance. The researchers identified several key ingredients that increased the success of such approaches:

- Orderly classroom management that is flexible enough to provide varying grouping and instructional practices that promote student choice and student creation of meaning.
- Logical connections with students' backgrounds as building blocks for future learning.
- Supportive environments for teachers that balance the pressure to change and improve student achievement with respect for teacher autonomy and the provision of appropriate and sufficient professional development opportunities.

Questionable, yet common practices noted by the researchers included:

- Pullout supplemental services that tend to reinforce basic skills. "What most supplemental instruction does best is sort students by their prior achievement."[35]
- Frequent use of instructional aides or paraeducators to provide instruction to the neediest students—that is, those that require the attention of the most skilled educators to succeed.
- The creation of a separate curriculum in the supplemental program with different expectations for student learning.

Program in Focus

Frederick Douglass Academy, New York City

Lorraine Monroe is founder and former principal of the Frederick Douglass Academy in Harlem. A uniform dress code, high expectations with challenging coursework, and teachers who believe in their students and structure lessons with measurable objectives and formalized routines are among the qualities that created an inner-city school which rivals many exclusive private institutions. Even kindergarten students take field trips to college campuses, and their bulletin boards brag, "We've been to college!" Sending the message that college *is* an expectation for these students is another way Monroe communicates her message. Ninety-eight percent of Frederick Douglass students graduate with a Regents diploma (the advanced high school diploma in New York State) and 95 percent continue their education by enrolling in college.[36] Monroe continues to challenge teachers, educators, and policymakers who have written off inner-city youths as underachievers: "In order for students to feel confident in their abilities, teachers must first expect and require more of them."[37]

Students experiencing high poverty are among those most likely to experience school mobility while facing many additional challenges in their lives. Despite these challenges, researchers continue to identify more and more instances where educators and communities have refused to accept the discouraging academic outcomes so often associated with poverty. They have accepted the challenge expressed in the following quote.

> For Title I is built on the recognition that we have a national responsibility for solving the national problem of disadvantaged children who do not get an equal education. The plight of these children is a shared problem for all Americans, and we have a shared responsibility in its solution…
>
> It is our destiny, our task, our responsibility, and our privilege to educate and lead our neediest children—our Title I children—with high hopes and great expectations into the next millennium. Collectively, we've made the choice to hold ourselves and teach our

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> children to a higher standard. It is our destiny that we will succeed and that they will achieve.
>
> Mary Jean LeTendre, 2000[38]

Chapter 3

Migratory Children and Youth

Roxana

Roxana is ten years old and the eldest of six children whose parents are migrant workers. It is July and she is preparing to start school in a summer migrant education program in Minnesota, following a trek that has taken her family to farms throughout the Midwest. Three years ago, Roxana left her home in southern Texas and has not returned. The following year, she had to stay home to care for her newborn brother while her mother returned to the fields. As a result, Roxana fell behind in her studies. In the last year, her family moved at least four times and before the summer is over, Roxana may find herself not only in another state, but even in another country — in Central America. She lives in a dilapidated trailer where the eight members of her family must share the living space. She passes dead rats along the road from the fields to reach the school bus. Her cheek shows the evidence of a bad case of ringworm.[19]

Discussion Questions:

- What immediate needs do you anticipate for Roxana and her family?
- Given your educational role, how would you begin to meet those needs?
- What would happen to Roxana's schooling if her parents did not have proper immigration papers?
- What would you anticipate Roxana's future education experiences will be like?
- Do you know any Roxanas in your community?

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Children of migrant workers, by their very designation as "migratory," may seem the most obvious group of students to meet the definition of highly mobile. The challenges in accessing and succeeding in school were recognized and documented as early as the 1940s.[40] Because these students cross not only school and school district lines, but even multiple state lines as their families follow the route of available work, Congress addressed the educational needs of this population as part of Title I in the *Elementary and Secondary Education Act (ESEA)* in 1966. "Education of Migratory Children" is currently Title I, Part C, of the *No Child Left Behind Act of 2001 (NCLB)*, the current reauthorization of *ESEA*. Section 1309(2) of *NCLB*[41] defines "migratory child" as follows:

> (2) MIGRATORY CHILD.—The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or in order to accompany such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work—
> (A) has moved from one school district to another;
> (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
> (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Incidence and Distribution of Migratory Children

While exact counts are not available, reports and studies suggest about one percent of children may be identified as migratory.[42] Studies have attempted to identify the number of children served by Migrant Education Programs (MEP). For example, during 1996-97, approximately 756,000 students participated in MEP programs during the school year and in summer programs.[43] These numbers are not distributed equally across states: California, Texas, and Florida account for nearly half of the students served in the United States. In the early 1990s, approximately 80 percent of migratory students were Hispanic, 11 percent were non-Hispanic Caucasian, and the remainder came from a variety of ethnic backgrounds. More than two-thirds were born in the United States with the next largest subgroup having been born in Mexico (approximately 29 percent).[44]

Migrant Education Program (MEP)

The purpose of the MEP, funded through Title I, Part C of *NCLB*, reiterates the call for equal access to the same challenging academic programs for all children. The MEP is intended to *supplement* those services for students whose needs are more extensive. Its purpose is to ensure high-quality educational services for migratory children that prevent these students from being penalized for lacking the continuity and alignment used in different states in relation to curricula, academic standards, and graduation requirements. In addition, MEP is intended to ensure that necessary support services, such as health and social services, are provided, and that students' records are transferred in a timely fashion. Funding is allocated to states according to a formula that is based on previous counts of migratory children, ages 3 to 21, residing in the state. To be eligible for MEP, children and youth must meet the definition referenced earlier. If the family changes its status and settles in one area, students continue to be eligible:

- for support the remainder of the school year, or
- for one year after an eligible move, or
- for students in high school programs, through graduation,

provided no other comparable services are available to provide the needed assistance.[45] This is a change from previous authorizations of *ESEA* in which students could be served for three to six years following an eligible move.

Among the services that can be provided with these funds are academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, special guidance counseling and testing services, health services, and preschool services.[46] Programs can support students during the academic year and through specialized summer programs. In addition to the basic MEP grant, additional funds for preschool services are available through the Migrant Education Even Start Program (MEES) and Migrant Head Start (MHS).[47] Such preschool programs emphasize an integrated approach that unifies early childhood education and adult education. Migrant programs, which are most likely to be located in rural communities and least likely to exist in urban areas,[48] do not reach all eligible children. States and localities determine how the funds will be used, including prioritizing where services are needed the most and what services can be provided.[49]

To learn more about MEP activities in your state, consult the Office of Migrant Education website (http://www.ed.gov/offices/OESE/MEP), which includes links to national, regional, and state programs that support migratory children.

Common Needs of Migratory Children and Potential Solutions

Impact of poverty. Poverty provides much of the context for understanding the challenges experienced by migratory children and their families. Despite the large number of families with at least two full-time workers, in 1997, more than three-fifths of farmworker households lived in poverty.[50] Lack of school supplies and access to educational resources such as books, educational games, and technology such as computers can prevent migratory children from fulfilling even the most basic requirements of their homework. In addition, the lack of adequate clothing and differences in cultural experiences and responsibilities may further set such children apart from their middle-class peers in school. Educators have long recognized that differences in background knowledge impact student readiness for the academic content that is presented. Migratory children will bring very different background knowledge and cultural experiences to their classwork. In addition, this impacts their social interactions with and acceptance by peers.

Health care needs. As seen in the case of Roxana, quality health care is a critical need for many migratory children. Health care conditions have been compared to those in third-world countries. They are more likely to suffer from dental diseases, malnutrition, developmental abnormalities, and infectious diseases.[51] Such diseases are exacerbated by the lack of adequate living space, as well as by exposure to toxins that may be present in pesticides used in the fields. Absences due to illness or the need to stay home and care for other siblings further increase the likelihood that these students will fall behind in their studies.

> Because their income is tied so relentlessly to the elements and other conditions beyond their control, migrant farm workers often encounter a lifestyle full of disruption.[52]

Impact on academic achievement. The disruption and mobility that accompany the lifestyle of migrant workers has long been recognized as influencing the academic achievement of their children, and experts have stated that many migratory student needs have not changed substantially over time.[53] With a graduation rate of approximately 50 percent, Hispanic migratory children are the least likely to graduate from high school in the United States.[54] A 2002 report from the U.S. Department of Education found that school expectations for migratory students with limited English proficiency are often lower than those set for their nonmobile peers, despite the legislative requirement that the same high expectations and access to challenging academic curriculum be afforded to all students.[55]

Key Findings of the USDE 2002 Report

The same high standards for migrant students: Holding Title I schools accountable[56]

- Expectations about student performance were low in Title I schools serving migratory students.
- Many of the Title I schools that served migratory students used different standards to assess their limited-English-proficiency students.
- States' knowledge of migratory student participation in assessments was weak.
- Few schools with migratory students received disaggregated achievement scores.
- Fewer students in Title I schools that serve migratory students were enrolled in higher-level courses.
- Teachers in schools serving migratory students were less experienced.
- Title I schools with migratory students tend to be much poorer, and have high proportions of students who are minorities and limited English proficient.
- A few states and school districts are committed to aligning instruction between local programs that share migratory students.
- Technology is enabling states and districts to access other states' and districts' content and performance standards.

Lower expectations and participation in higher-level courses are impacted by a number factors, including frequent moves and gaps in educational experiences, language differences, cultural differences, including expectations for parental involvement, and lack of access to other educational programs, such as special education, that may be needed. Because these issues have been identified and researched, the literature contains a wealth of successful and promising practices that support the educational needs of migratory students.

Due to frequent moves that may occur on short notice, migratory students often find that their education is delayed while the family settles into a new area. Delays in making appropriate placements and delivering meaningful instructional services can occur even after the student is enrolled if school records have not arrived in a timely fashion. The receiving school may be left to make its best determination of grade placement and educational needs with limited data, and valuable learning time can be lost. Gaps in learning also occur when there is little or no alignment in curriculum between sending and receiving schools. Whether inter- or intrastate, moves often mean that students will find their new classes studying content they have already covered or that their classes have studied content to which they were never exposed. When future learning depends on such missing content, academic struggles are likely to ensue. A variety of initiatives have been developed to counter the challenges of educational delays and gaps.

Among the longest-standing initiatives are efforts to expedite record transfer. Prior to the 1994 reauthorization of *ESEA*, efforts were underway to develop electronic portfolios under the Migrant Student Record Transfer System (MSRTS). Linking school sites via computers that could access student records electronically could significantly shorten delays in service delivery. However, there were difficulties in the use and maintenance of MSRTS in the mid-1990s, including

- delays in receiving student records via the system due to the lack of terminals on site,
- the varying quality of information included in the student records,
- the lack of complete or current information if students were attending schools that were not part of MEP and therefore had no access to MSRTS, and
- the reported burden of managing the system.

Due to concerns over cost and effectiveness, plans to improve the system in 1992 and 1993 were cancelled and less expensive means of monitoring streamlined data were explored.[57] States and regional programs have been developing options that allow for expedited record transfer. One such initiative is the Anchor School Electronic Portfolio developed in Florida. Additional information about the Anchor School Project and lessons learned in the development of a meaningful electronic portfolio that can be accessed and updated as the student moves can be found at http://www.anchorschool.org. Texas has developed the New Generation System (NGS) for Migrant Student Record Transfer for migratory students ages 3-21. Information in this database is shared among the 46 receiving states that serve Texas migratory children during the year. For more information on the NGS project, visit www.ngsmigrant.com. A low-tech approach implemented in Texas is the use of a red backpack to help families manage records during transitions. Migrant education staff assist families in collecting and maintaining school records, sample work, and other needed documentation.

As evidenced by the projects above, changes in technology over the past decade have led to exciting developments in the use of computerized record transfer. The *No Child Left Behind Act* has renewed the federal commitment to developing a national system for record transfer.

Legislative Information: School Records for Migratory Students

> Sec1308(b) STUDENT RECORDS.—
> (2) INFORMATION SYSTEM.—
> (A) IN GENERAL.—The Secretary, in consultation with the States, shall ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students. The Secretary shall ensure such linkage occurs in a cost-effective manner, utilizing systems used by the States prior to, or developed after, the date of enactment of the No Child Left Behind Act of 2001, and shall determine the minimum data elements that each State receiving funds under this part shall collect and maintain. Such elements may include—
> (i) immunization records and other health information;

> (ii) elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments required under section 1111(b);
> (iii) other academic information essential to ensuring that migratory children achieve to high standards; and
> (iv) eligibility for services under the Individuals with Disabilities Education Act.
> (3) NO COST FOR CERTAIN TRANSFERS.—A State educational agency or local educational agency receiving assistance under this part shall make student records available to another State educational agency or local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

Another technology-based strategy to address both gaps in learning and the challenges of different standards as students move from one school to another is the use of distance learning. One example of distance learning is the Kentucky Migrant Technology Project (http://www.migrant.org). Students can access courses for credit via the Internet across a variety of subjects. Another example is the OptiSchool software being developed by the Anchor School Project. This software stores student records in order to assist receiving schools in making appropriate placement decisions and allows teachers to align standards, requirements, and curriculum across states. The needed content is then linked to lesson plans.

Working with families. Parental involvement can pose special challenges for migrant families. The importance of parental involvement in the ultimate success of schools and their students can be found throughout the literature on effective schools. For migrant families, however, language barriers, parents' lack of education in their native language, and a variety of cultural differences regarding the role of parents in the education of children must be addressed to effectively support migratory students. Language is part of one's cultural identity. When students must learn another language to communicate in school and with peers, tensions can develop within the family and within the student. Losing a sense of identity can add stressors that may cause depression. Maintaining fluency in both languages is believed to improve outcomes, as does ensuring that parents and children converse in the same language to avoid potential conflicts.[58]

Where immigration status may be in question, families may wish to avoid authorities, including school officials. Sending home forms in Spanish may not be sufficient if the parents have not had the opportunity for schooling in their native land. A school's expectations for parent involvement and expectations for such involvement in the migrant community may not be consistent. Schools focus on academic progress, whereas the family/cultural focus is often on character development. While schools request that parents work on developing academic readiness skills and assist children with homework, migrant parents may believe their role in making their children ready for school is to teach youngsters to be respectful and hardworking. Parents may not have the resources to work on academic tasks, and if their own education was limited, they may not be able to assist with homework after a certain level. In addition, the long hours in the field limit the amount of time parents may have for such activities in the home.

The Migrant Education Program has been able to address the challenges of parent involvement through the use of migrant advocates, who act as liaisons between schools and families. Often these advocates are former migrant workers who have settled in the area. They are able to bridge language and cultural barriers, helping school personnel develop trusting and understanding relationships with families. This can be enhanced by acknowledging and respecting the contributions migrant families can make to the community, by focusing on the family, rather than just parents, and by providing supports beyond academic remediation, such as coordinating health care, transportation, and child care.[59]

Immigration status for migrant families has posed a challenge for schools in the past. Should schools be required to verify legal immigration status in order to provide students with access to education? In 1982, the Supreme Court was faced with just this question in *Plyer v. Doe,* and the Court ruled that undocumented children have the same right to attend public elementary and secondary schools as do U.S. citizens and permanent residents. Schools have no legal obligation or authority to enforce U.S. immigration laws. While school districts may request the residency and age of students, documentation of immigration status cannot be an enrollment requirement.[60]

Specialized subgroups. There are subgroups of migratory children and youth who have additional needs for schools to consider. When a student has a *disability*, the eligibility process alone may involve a number of hurdles. The normal timeline allowed for determining whether a student qualifies for special education may extend beyond the time a student will be in a given school. Once a move is made, there may be delays in completing the process or a new school may choose to begin the process over. Ensuring that assessments are in the child's native language is a requirement under the *Individuals with Disabilities Education Act (IDEA);* however, appropriate assessments and personnel qualified to administer them in the native language are often limited. Extra consideration and procedures to accommodate these challenges may be required. For example, to lessen the stress families may experience during the special education process, the migrant advocate can play a crucial role in helping them understand how such services can benefit their child.[61]

Finally, *unschooled migratory youth* face significant challenges. "Older youth (aged 12-21) who enter the school system with little prior educational experience (lack of educational opportunities in homelands, remoteness, economic or political crises), often are non-English-speaking immigrants who are illiterate in their own language."[62] Because this subgroup is such a small percentage of the total school population, schools often lack awareness and the needed plans to support these youth. The structure of school schedules and the large size of secondary schools (which may be larger than the youth's entire community in his/her native country) may increase the likelihood of students dropping out. In addition, older youth may actually be discouraged from enrolling in school, being told that it is too late in the year for them to obtain course credit, that they will be too far behind to be successful, or that their lack of skills will prevent them from being comfortable.

Several models have been developed for working with older migratory youth who have had limited schooling:[63]

- Transitional Model: Such programs last up to nine months and emphasize literacy skills in the student's native language, English, or both. The program in Madera Unified School District in California (http://www.madera.k12.ca.us/) is one example.
- Supplementary Model: These programs provide after-school tutoring for enrolled youth and evening classes if youth are working. Pennsylvania's MEP provides a sample of this model (http://www.migranted.state.pa.us/).
- Alternative Model: This approach utilizes adult basic education programs in the native language, English literacy, and other life skills. For example, BOCES Geneseo Migrant Center in New York provides evening classes in migrant camps along with child care and health and social services (http://www.migrant.net/).

To summarize, migratory children and youth and their families face a broad array of challenges and have multiple needs beyond basic academics that must be addressed to ensure success in school. These needs include access to food, medicine, public agencies and emergency services, transportation, basic laws (such as traffic), English and literacy skills, and not least, friendship. Successful programs are multifaceted in order to provide as many resources as possible.

Program in Focus

ESTRELLA[64]

ESTRELLA is a Texas program serving migratory students. It has the following key elements.

Access to a challenging curriculum:

- NovaNET—a distance education program aligned with Texas standards (Texas Essential Knowledge and Skills)
- University of Texas, Austin Migrant Program Correspondence courses
- ESTRELLA-sponsored multimedia projects to enhance NovaNET lessons

Family involvement:

- Laptop training for the whole family
- NovaNET activities related to ESL, keyboarding, and citizenship the whole family can use
- ESTRELLA-sponsored meetings to encourage parents to send their children to college and help them plan for such a future

Individualized support for students:

- Summer migrant programs, often small enough to provide individualized support
- Interstate Student Coordinator (ISC) who follows students, even when they leave Texas, acting as a liaison to assist counselors in receiving schools in making appropriate placements and providing needed services

Scholarships and financial support:

- Training for students and parents regarding resources available for financial aid and scholarships and assistance in completing applications
- Cyber mentor program via email with former migratory students attending the University of Texas to help families follow through on financial resources

Professional development:

- Two-day training for teachers and staff in the interstate program
- On-going professional development via interactive websites, with listserv capacity and options to share resources teachers have developed

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Chapter 4

Children and Youth Experiencing Homelessness

Jamal

Jamal is five years old and lives with his mother and baby sister in an emergency shelter in a large town. Jamal began kindergarten this year. His attendance has been sporadic, since his mother was unable to pay the rent on their small apartment, his afterschool program, and his sister's full-day childcare program. After losing their apartment, Jamal's family moved in with his grandmother, but the space was small, and after a few weeks, they had to move. Following several similar short stays with relatives and friends, his mother ran out of alternatives and sought the assistance of the shelter program. The family can only stay at the current shelter for 60 days. His mother is on the waiting list for a transitional program, but doesn't know if a slot will be available in time. With each move, Jamal's mother has had to keep Jamal with her while she arranged transportation to try to keep him in the same class. Since some of their living arrangements have been on the other side of town, this has not been an easy task. Jamal, his mother, and his sister have taken buses as early as 6 a.m. to get to daycare and school in time for his mother to arrive at work on time. Jamal's teacher has noticed that he has been less talkative recently and is concerned about leaving his belongings in the class unattended. Sometimes he is sleepy and unable to attend effectively to lessons.

Discussion Questions:

- Do you know students living with friends or relatives because they have lost their housing?
- At what point in this case would Jamal be considered "homeless"?
- Should Jamal have changed schools when he changed residences?

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- What services are available to support Jamal and his family?
- Given your educational role, what challenges would you anticipate for Jamal and his family, and what could you do to increase the likelihood of Jamal's educational success?

A second, growing population of students who may be highly mobile are those experiencing homelessness. While the stereotype of the homeless man begging on the corner is often the image that comes to people's minds when they hear the word "homeless," statistics indicate that young women with children are the fastest-growing subpopulation experiencing homelessness.[65] Tenuous housing arrangements, moving among relatives and friends, and time limits for shelter stays all contribute to the mobility these children and youth experience.

The *No Child Left Behind Act* also addresses the needs of children and youth in homeless situations. Title X, Part C, Section 725(2) states that the term "homeless children and youths"

> (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
>
> (B) includes—
>
> (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
>
> (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
>
> (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
>
> (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the

> children are living in circumstances described in clauses (i) through (iii).

Returning to the case of Jamal, some readers may be surprised to find that according to this definition, Jamal would be considered homeless from the time his mother lost her apartment and moved in with his grandmother. It is important to note that certain situations, such as living doubled-up or living in a trailer, do not *automatically* qualify as homelessness. Cultural preferences such as the norm of living with extended families or staying with relatives to save money would not qualify as homelessness; nor would living in a trailer that provides adequate shelter and is considered a permanent residence.

Older youth unaccompanied by a guardian as the result of being a runaway or being denied access to their home by their families are considered homeless. In addition, children awaiting foster care placement may be considered homeless during the transitional phase.[66] While children and youth in foster care are not considered homeless, research has found a higher incidence of adult homelessness among individuals who were part of the foster care system as children.[67] Readers are referred to the subpopulation table located at the end of Chapter 7 for a brief summary of foster care children.

Incidence and Distribution of Children and Youth Experiencing Homelessness

Identifying children and youth experiencing homelessness has been challenging for educators, researchers, and policymakers. The definition of homelessness captures a wide variety of scenarios. Homelessness can be "invisible." Schools may not be aware that families arriving in their front offices to enroll children are homeless or that the students they serve are currently experiencing homelessness. Schools may not know the indicators that suggest that homelessness exists, and families may be reluctant to share such information due to the stigma that can be associated with homelessness.[68]

Efforts at "counting" homeless children and youth have given way to estimates, recognizing the difficulties inherent in capturing a valid numerical count. The National Coalition for the Homeless suggests that over one million children will experience homelessness during any given year.[69] The most recent report to Congress from the U.S. Department of Education notes that 866,899 children experienced homelessness during 1999-2000, according to estimates from state departments of education (four states did not provide estimates).[70] Over 300,000 of these children were in shelters and another 300,000 were identified as being doubled-up in shared housing. As with migratory children, California and Texas reported the largest estimates and accounted for 50 percent of the total. The largest numbers were for children in the elementary grades, while the numbers for secondary school were significantly lower. Rather than reflecting the existence of fewer older students who are homeless, these statistics underscore the likelihood that older youth are (1) no longer attending school; (2) not accessing support services (e.g., runaways may be reluctant to seek assistance); or (3) hiding their homelessness from peers and school staff. Studies suggest that 100,000 youth may be homeless on any given night and that up to two million may experience homelessness during the course of a year.[71]

While concentrations of homelessness are more likely to be seen in urban areas, homelessness can be found in suburban and rural areas as well. The lack of support services in many rural communities adds to the challenges these families may face.[72] Homelessness can result from a variety of factors, including natural disasters, fire, domestic violence, mental illness, substance abuse, illness or death of a parent, or job loss. The duration of episodes of homelessness and the intensity of disruption are likely to be exacerbated by poverty.[73] Along with the factors listed above, the lack of affordable housing plays a major role in the incidence of homelessness. Throughout the United States, full-time workers making minimum wage cannot afford the fair-market value for housing.[74] A number of studies have found that one-fourth to one-third of families experiencing homelessness had at least one family member who worked at least part time.[75]

McKinney-Vento Homeless Education Assistance Act

The plight of individuals experiencing homelessness reached the nation's consciousness in the 1980s. Efforts of advocates for the homeless and members of Congress led to the passage of the *Stewart B. McKinney Homeless Assistance Act* in 1987. Within this legislation was a section that addressed the needs of children and youth to ensure their access to the public education system. Early studies found that many children in homeless situations faced significant barriers to enrollment and success in schools.[76] More than half of these children and youth were not attending school regularly,[77] and 20 to 45 percent have been reported as not attending school at all.[78] The initial legislation focused on identifying and eliminating barriers to enrollment. In later reauthorizations, the education portion of the McKinney Act was included in amendments to the *Elementary and Secondary Education Act*. In its most recent reauthorization, the *No Child Left Behind Act* of 2001, homeless education legislation received a new name, the *McKinney-Vento Homeless Education Assistance Act*. The *McKinney-Vento Act* has significantly changed the responsibilities of school districts and states.[79] Among these responsibilities is the requirement that every school district designate a local homeless education liaison to build awareness within the school system and the community about the needs of children and youth experiencing homelessness and the necessity for schools to address them. These liaisons are to be supported by a state coordinator for homeless education, usually a staff member within the state department of education.

Several national organizations have collaborated to develop information briefs based on the revised legislation. These briefs can be found at a variety of websites, including the National Center for Homeless Education: http://www.serve.org/nche.

Common Needs of Homeless Children and Youth and Potential Solutions

Stability. Children and youth experience homelessness in varying ways, making broad generalizations about needs inappropriate. Students who are homeless for a short period of time due to a fire or a brief period of family unemployment will require very different supports from students who have lived in poverty their entire lives and experienced multiple episodes of homelessness.[80] One need that all such children and youth share, however, is the need for stability. Whether experiencing short-term or chronic homelessness, the upheaval of losing one's home causes anxiety and the potential for many changes. Other family members are likely to experience high levels of stress while trying to regain stability for the family; children often sense these additional stressors in the family while facing their own fears of the unknown.[81] Children like Jamal may have questions such as

- Where will I sleep tonight?
- What are the rules?
- Who else lives here?
- Where are my belongings and how can I keep them safe?

The *McKinney-Vento Act* specifically addresses the issue of stability as it relates to education. Children and youth experiencing homelessness are allowed to remain in their school of origin (the school attended prior to becoming homeless or the last school in which the student was enrolled) if this is preferred by the family, even if the student no longer lives in the residency area. In addition, schools must provide transportation when it is determined that remaining in the school of origin is in the student's best interest.[82]

Sometimes remaining in a previous school is not an option, and enrolling in a new school is necessary. For example, domestic violence may make a return to the school of origin unsafe, or the difficulty in traveling between the school and the current residence may not be in the best interest of the child. When a change in school does occur, children and youth experiencing homelessness can face barriers when trying to enroll, especially if the events leading to homelessness delay access to the records often required for school enrollment, such as medical and school records. Delays in enrollment while schools track down such documentation may lead to days or even weeks without access to a classroom.[83] Not only do these students experience gaps in learning, but multiple moves increase the number of school days missed. It is easy to imagine the academic delays a student who has missed several weeks of school each year is likely to experience.[84] Again, the *McKinney-Vento Act* addresses this concern by requiring schools to immediately enroll students if they are experiencing homelessness. Once enrolled (attending and actively participating in the school), the school and liaison have the responsibility to follow up and obtain any missing documentation.[85]

Even these requirements will not ensure that school is a stable element in a student's life if school personnel and communities are not aware of the legislation or how to implement it. This explains the new requirement for homeless education liaisons in all schools districts. These liaisons play a critical role not only in ensuring that enrollment issues comply with the law but in addressing a number of additional challenges to the effective education of children and youth in homeless situations.

Lack of awareness. Despite the existence of legislation since 1987, local, state, and national service providers, educators, and advocates continue to identify lack of awareness as a primary impediment to gaining access and success within schools. Comments heard frequently include:

- "Oh, we don't have any homeless people in our community (or school)."
- "You mean there are children who are homeless! I never thought of that!"
- "Homeless education! I never considered how being homeless would affect children going to school!"

The new local homeless education liaisons have been given the responsibility of building awareness throughout their school district and community. Collaboration with shelter workers and other service providers who work with homeless families and youth is often a critical first step for local liaisons—many of whom may have uttered the statements listed above prior to being given the liaison role. Building networks of support will help liaisons gain the knowledge they need to educate their school district personnel and increase awareness throughout the community.

> The National Center for Homeless Education has developed a *Toolkit for Local Homeless Education Liaisons*, which includes strategies to assist novice liaisons develop the skills needed to fulfill their new role, including presentation materials that can be used for professional development within the school district and for community outreach. These materials include a PowerPoint presentation, suggested activities, and several handouts that can be tailored for the audience and personalized with contact information. The Toolkit can be downloaded from the NCHE website.

Even when school personnel and the community gain awareness of the existence of homeless families and youth, how can liaisons be certain that the families are aware of their rights to an appropriate education? How would Jamal's mother learn that the school district could help her keep her son in his kindergarten class? One approach required under the *McKinney-Vento Act* is to post the rights of homeless children and youth in schools and throughout the community where homeless individuals may congregate or receive other services. A small sample of places in the community that may be targeted includes

- Departments of social services
- Public health departments
- TANF offices (Temporary Assistance for Needy Families)
- Public libraries
- Convenience stores
- Shelters

In order to "reach" families and youth, the posters must be in a language that can be read by the family. With some school districts encountering hundreds of languages, this becomes an even greater challenge. National organizations and state coordinators are working with the National Center for Homeless Education to share translations in a "data bank" to increase the effectiveness of the poster requirement. Posters in English, Spanish, Polish, and even Inuit already exist.

Outreach and collaboration. Networking with local service providers is another means of reaching families and youth who may be homeless. Federal funding for housing needs in a community, including shelters and transitional housing, is provided through the Department of

Housing and Urban Development (HUD). HUD requires localities to use a planning process to develop a Continuum of Care in order to access these federal dollars. Early steps to be completed by a Continuum of Care include identifying all stakeholders and conducting a needs assessment.

The information that a well-established Continuum of Care may provide to local schools could simplify networking—the important services that exist in the community have already been identified. Not all localities have created a Continuum of Care, but where they do exist—whether the continuum is up and running or in the early stages of development—school districts that wish to reach out to homeless children and youth should be included. Just as school personnel can gain valuable information from service providers, the voice of educators is needed when decisions are made by the continuum. Educators can talk about the impact on students' education along with discussions of housing and social services. Finally, by 2004, HUD will require Continuums of Care to establish computer-based homeless management information systems (HMIS). School districts may wish to explore what information can be shared among the participating agencies that will assist in identifying families and youth experiencing homelessness and ensure school access. Being part of the Continuum of Care could assist the local homeless education liaison in Jamal's school district refer his mother to the appropriate service providers, possibly eliminating the final scenario with a mother and her children in short-term shelter.

School districts have personnel with expertise in many fields that can support homeless children and youth. As noted with migratory children, children and youth experiencing homelessness suffer physical ailments more frequently than their housed peers. Asthma, stomach ailments, and allergies occur at higher incidences.[86] School nurses, who operate increasingly complex clinics to administer care to their school's students, can be a powerful resource. Being knowledgeable about common ailments and available services will help improve not only physical health but academic success—healthy students are ready to learn. For students without a primary care provider, the school nurse may be the only health professional to whom the student has readily available access. Information for school nurses has been developed.[87]

School social workers and guidance counselors/visiting teachers also have community networks that can be accessed to support families experiencing homelessness.[88] Services in the community beyond those provided in school must often be accessed to ensure the health and well-being necessary for success in school.[89]

The *McKinney-Vento Act* also increases the school's responsibility for supporting youth who have left the educational system. The local homeless education liaison must advocate for unaccompanied youth (including runaways and those not allowed to return to their homes) when they wish to enroll in school. The absence of a guardian cannot be a barrier to enrollment. Liaisons who have been successful in reaching such youth recognize the need for patience and the importance of building a trusting relationship. When the liaison is successful in connecting a student with needed resources, word-of-mouth can be a powerful means for reaching other youth in the community who have the right to a public education.[90]

To summarize, children and youth experiencing homelessness are a diverse group. Some students will experience homelessness as a short-lived crisis, while others may find it to be a long journey with multiple episodes of homelessness of varying duration. The recent mandate to provide homeless education liaisons in all school districts, along with a number of additional legislative requirements, are seen by many working in the field of homeless education as valuable resources in helping this highly mobile group of students. After many years when the emphasis has been on awareness and access, the field has just begun to look more critically at the issues of success in school. This has gained greater attention with the *No Child Left Behind Act*'s call for increased accountability; however, the dialogue on how to measure academic success is in its early stages. Chapters 8 and 9 will address issues of mobility and academic success that should be included in this discussion.

Students who experience homelessness *can* succeed in school. Many students who have been homeless yet excelled cite the existence of a mentor—someone who believed in them and told them they could make it. Each year, since 1998, the National Association for the Education of Homeless Children and Youth has recognized such outstanding scholars with the LeTendre Scholarship, named in memory of André LeTendre, late husband of the former Director of Compensatory Education for the U.S. Department of Education, Mary Jean LeTendre. Organized by the National Coalition for the Homeless and overseen by the LeTendre family, up to seven scholarships for college are awarded annually. The application is available at the National Coalition's website: www.nationalhomeless.org.

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Program in Focus

BRIGHT BEGINNINGS[91]

http://www.brightbeginningsinc.org/

When families experience homelessness, young children face significant risks. The challenges of homelessness can decrease a parent's ability to engage in conversations and interact with their young children. The energy that is spent trying to meet basic needs can decrease opportunities to nurture cognitive skills. The stress of homelessness is associated with depression, which further suppresses meaningful interactions that are so critical to early learning. Bright Beginnings is a free, full-day developmental child care center for homeless children from the age of six weeks to five years whose families are in emergency shelters or transitional housing programs in the District of Columbia. Among the enrichment activities provided to families are the Even Start and Street Law programs sponsored by the Georgetown University School of Law. Through the Even Start family literacy program, families receive guidance in nurturing young children's literacy skills. Volunteers work with parents giving tips about how to support language development through naturalistic interactions (e.g., elaborating what a young child says or pointing out common signs, such as the golden arches for MacDonald's). Parents learn how to read with their children in ways that foster interactions, and the children are given appropriate children's books. Through Street Law, students from the law school provide legal assistance to parents, covering topics such as contracts, custody, and tenant relations.

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Program in Focus

SHELTRS[92]

http://www.utdanacenter.org/shelters/index.html

Technology has become a critical element in elementary and secondary school education. Many students have access to computers and the Internet, not only at school but in their homes as well. Increasing access to technology for students in homeless situations can assist in equalizing their educational opportunities. Funded by a grant from the U.S. Department of Commerce to the Charles A. Dana Center at the University of Texas at Austin, the SHELTRS Project (Support for Homeless Education: Linking Technology Resources to Shelters) has developed computer networks at eight Austin homeless shelters that provide nearly 1,000 students access to individualized tutoring related to the state-mandated curriculum. Partners in this endeavor include nonprofit organizations that support children and youth in crisis, the local school district, and several large technology companies. Tutors trained to understand the needs of students in homeless situations and to troubleshoot technological "glitches" identify Internet resources aligned with the Texas curriculum and communicate regularly with students' classroom teachers. In addition, parents are encouraged to join the sessions, providing greater involvement in their child's education and helping them develop basic computer literacy.

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Chapter 5

Children of Military Families

Nathan

Nathan's father is a pilot in the United States Air Force. Dad is career military and Nathan, his two older brothers, who are currently in college, and mother have lived in California, Virginia, Texas, Kansas, and Florida. Nathan's mother works part time, and her secretarial skills have made it easy to find a job that gives her the flexibility to be home when Nathan is there. Nathan, a solid A-B student, has just begun seventh grade in a new middle school. He plays basketball and runs track. His mother's schedule allows him to continue his guitar lessons, and she attends all his games.

Discussion Questions:

- What immediate needs do you anticipate for Nathan and his family?
- What can be done to welcome Nathan at his new school and in his new classes?
- What would you anticipate Nathan's future education experiences will be like?
- How is Nathan's experience likely to be different from students who experience mobility due to poverty? How is it the same?
- Do you know any Nathans in your community?

All branches of the military (Army, Navy, Air Force, Marines, Coast Guard, National Guard) employ people whose children face potential school moves as a result of their parent's career. Whether mom or dad is on active duty or in the reserves, enlisted or an officer, short-term

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or career military, a parent's professional path and the geopolitical landscape impact these families.

Joining the armed services provides high school graduates looking for direction a respectable option with structure and support. It may be perceived as a way to escape the poverty a young person experienced as a child. It may be a secure option when the community has a depressed economy with few opportunities for employment. Others may opt for the military when college is desired but cannot be funded. The promise of achieving a college degree on the GI Bill is a motivation for some. A family tradition of serving or a personal commitment to serve along with a college degree and officer training provides several additional entry points for military personnel. While certainly not all-inclusive, these possible reasons for deciding to enter the armed forces illustrate that the families and children whose needs must be met will require diverse strategies. The needs and experiences of these families vary greatly.

While students from military families experience high levels of mobility, with 35 percent in Department of Defense (DoD) schools changing schools each year,[93] studies consistently document achievement equal to or surpassing the national average for public schools. One study found students consistently received As and Bs on report cards.[94] Another study found that students in DoD schools, including children of color, had better scores than most state averages on the National Assessment of Educational Progress (NAEP).[95] Mobility is not the only characteristic shared by these students that has been associated with lower achievement. Other indicators also would predict academic challenges. For example, 32 to 50 percent of students in DoD schools qualify for free or reduced-price lunch (military benefits such as free housing on base or tax-free housing benefits are not included in eligibility calculations), and 94 percent of those whose parents are enlisted military (comprising 80 percent of this school population) have parents whose highest education is a high school diploma.[96] A factor that differs from high-poverty and homeless families, but resembles migratory families, is the presence of two parents. About 90 percent of students in DoD schools have two-parent families compared to the national average for public schools of approximately 70 percent. While this statistic appears high, the long-term deployment of one (or even two parents when both are military) should remind readers that these families may function as one-parent households for six months or longer in cyclical patterns.[97]

With these potential challenges, what additional factors can explain the academic strengths students from military families exhibit? What can we learn from this population that can be used to support other groups of students who share many of the same characteristics? This chapter highlights a number of proven and promising strategies that enhance outcomes for children in military families.

Incidence and Distribution of Military Families

Military families have children of all ages and grades. Logically, older children are more common among career military and those whose parents have higher levels of education themselves. Preschool and elementary grades will include larger numbers of children of junior service members, who have more limited income and possibly less formal education.

School Options for Children of Military Families

While not the focus of this workbook, more affluent military families may choose private or parochial schools for their children's education. In addition, children of military families may have the following school options:

- More than 700,000 children with parents in the military attend public schools throughout the United States. Some of these schools may be located on military bases, while others are in surrounding communities and are part of traditional school districts.
- In addition, the Department of Defense Education Activity (DoDEA) "is charged with providing a free and appropriate educational program to eligible DoD military and civilian dependents from preschool through grade 12 at sites both in the United States and overseas."[98] Department of Defense schools are separated into two categories:
    - Department of Defense Dependents Schools (DoDDS) serve overseas students. Current estimates are that 74,000 students in 154 schools (K-12) in 13 foreign countries receive their education in DoDDS.
    - For children of stateside military families, the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) (formerly referred to as Section Six Schools) operate 16 separate school systems in seven states, Puerto Rico and Guam and serve approximately 36,000 students.

Common Needs of Children of Military Families and Potential Solutions

> *Blessed because our lives are rich in experience and relationship, but cursed because our nomadic existence makes us outsiders just about wherever we live, even here at home.*[99]

Today, military deployments are occurring more often and for longer periods, and it is easy to lose count of the number of moves a military family encounters. One general observed that his family had made 18 moves during his military career.[100] Deployments increase the number of temporarily single-parent families and add to the need for emotional support for the parent who remains behind and the children. Some studies have found positive correlations between student achievement and conduct prior to deployment of a parent and prior to the parent's return.[101] To assist these families, military branches such as the Air Force employ a family support center network during deployments. For example, the Air Force has created a special position within this network to work with family stress and address children's academic success, including participating in mentoring programs. In fact, military parents are encouraged to participate in their children's education and expected to attend parent meetings. Such parent involvement is part of the culture in the military and is associated with strong academic achievement.[102]

Another challenge faced by military families is the stress of transitioning during high school. The increased importance of peers and social relationships and the need to participate in school events makes moves during the adolescent years, especially midyear moves, unusually challenging. Programs that train school counselors to understand the needs of military adolescents and to implement strategies that lead to smoother transitions have been conducted with the assistance of the Military Child Education Coalition. [103]

A number of additional factors have been identified that provide a supportive environment for students from military families:

- For those that travel, transitions may be challenging, but beneficial opportunities exist as well. These families and their children know broader horizons and have a greater sense of tolerance for others as they meet new cultures and are exposed to difference lifestyles.
- Societal perceptions of the military offer another benefit. Especially since September 11, military service has gained respect as an honorable calling.[104] This contrasts with the stigma often associated with poverty-related mobile populations.

- Finally, there is a "corporate culture" in the military that supports families and encourages strong school-family-military partnerships.
    - The culture includes high expectations for school success and college study. A positive relationship between the base and the public school system can provide students with a welcoming, and receptive school community.
    - School counselors are trained to understand the needs of military families' children and to advocate when needed. Counselors can help school personnel focus on the strengths the students bring with them and encourage their acceptance, even midyear, on teams and in clubs, increasing student involvement in school activities (a correlate with secondary school academic success).
    - The military expectation that parents participate in their children's education through attendance at parent meetings and volunteer work is consistent with research that suggests that parent involvement in schools increases student academic achievement.[105]

The military recognizes that the well-being of its forces—the ability of personnel to focus on a mission—requires support systems for their families. Therefore, the human dimension of "readiness" is acknowledged when developing plans, and multiple avenues are included to ensure that the voices of families are heard and that their needs are addressed. Two examples are the National Military Family Association and the Military Child Education Coalition. This commitment to families became more explicit in 1997 when Army Chief of Staff General and Mrs. Dennis J. Reimer began examining the education issues of military-connected children. The following summary highlights the Secondary Education Transition Study that has been used to develop strategies to further support the children of military families.

Key Findings of the Secondary Education Transition Study (SETS)

The Military Child Education Coalition (MCEC) began in 1998. This nonprofit organization "addresses transition and other educational challenges facing military children. It also serves as an incubator of innovative approaches, a conduit of promising practices and an information source for organizations, educators and parents."[106] A 1999 partnership including MCEC, the U.S. Department of Education, and the Department of Defense led to a broad-based community effort with commanders, school boards, and field researchers. "Its findings are relevant to every military child and every other child in this mobile society. The goodness of SETS reaches beyond our walls."[107]

The two-year study resulted in recommendations to improve the adjustment and academic achievement of high school students during military family moves. Among the promising practices identified were the importance of strong communication between sending and receiving schools and of letting students know that the good work done in a previous school will be valued in the new school. The study resulted in a memorandum of agreement among nine school systems aimed at making life easier for transitioning military families. The number of signatories has since expanded to over 100 worldwide, including a number of states in the U.S., Italy, Turkey, Japan, and Korea. The study also led to a supporting document, *Best and Promising Practices*, that summarizes a wide variety of activities to ease the transition of students from one school to another. (Many suggestions are similar to those found in Appendix B of this document, which includes military strategies.)

The results of this study are being applied to earlier grades. For example, a summit held during the summer of 2002 provided a Pennsylvania superintendent with the impetus needed to change entrance requirements for K-1 students of the military, something he had attempted for years. After the summit, the superintendent was able to achieve the new policy in two days.[108]

Despite the promising research regarding the academic achievement of children in military families, calls for greater support to lessen the challenges that families face continue. As noted with other successful programs, multifaceted advocacy and collaborations are needed to further improve the educational opportunities and outcomes for children of military families.

Program in Focus

Military Child Education Coalition

http://www.militarychild.org

The Military Child Education Coalition (MCEC) is a nonprofit corporation established in 1998. Its mission is "the formation of an alliance among school systems, military installations, and national organizations" to support children in military families. Currently, MCEC serves approximately 800,000 military-connected children around the world through advocacy, conferences, and other training opportunities.[109] The MCEC website offers a strategic plan that includes long- and short-range goals and associated specific actions. In addition, checklists for student transfers for sending and receiving schools are posted along with a comprehensive listing of graduation requirements for all states, with links to state departments of education and assessment programs. Other resources include planning documents for "mapping" an education and scholarship information. While targeted to schools and parents supporting children of military families, these resources provide valuable information for anyone supporting students who have experienced interstate mobility.

A Strengths Perspective

Exploring the experiences and achievement of children from military families underscores that mobility alone does not prevent school success. Some characteristics of military families cannot be easily replicated for other mobile populations (e.g., two-parent households or

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the educational backgrounds of parents); however, a wide array of the strategies that exist for these families could be implemented within schools and communities to benefit other students for whom mobility is an impediment to school success.

Chapter 6

Students Experiencing Mobility on a Global Scale

Ashley

Ashley is a tenth grader. At least that's what she would be considered if she were attending school in the United States. Her mother is a diplomat with the United States government, and her father is a major corporate executive for an international company. Ashley has lived in Japan, England, and Germany and currently resides in India. Her family is planning to return to the United States in a year.

Discussion Questions:

- What immediate needs do you anticipate for Ashley and her family?
- Given your educational role, how would you begin to meet those needs?
- What would you anticipate Ashley's education experiences will be like when she returns to the states?
- Do you know any Ashleys in your community?

Because the lives of children who are mobile on an international scale can be quite diverse, this chapter is formatted differently from previous chapters. Terms are defined, needs identified, and potential solutions described for each subgroup.

Third Culture Kids

Children living in multiple countries is not a new phenomenon in the United States. As a boy, John Quincy Adams accompanied his father to the Netherlands in the eighteenth century.[110]

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The term *third culture kids* (TCKs) was first coined by Ruth Hill Useem forty years ago while conducting research on children living in India whose parents were from North America.[111] TCK "refers to someone who has spent a significant period of time in one or more cultures other than his own, thus integrating elements of those cultures and their own birth culture, into a third culture."[112] TCKs are the children of overseas military, diplomats, missionaries, and business executives from international corporations. Other terms that have been used to describe these young people are global nomads, hidden immigrants, transnationals, or transculturals.[113]

As the global economy continues to expand, so does the number of children facing the benefits and challenges of living in multiple cultures. "Every year, there are an estimated 300,000 U.S. students living overseas of whom 100,000 transit back to the U.S. and enter U.S. schools."[114] Families tend to be close and rely upon one another, since long-term friendships are more difficult to establish when you know you will be moving.[115]

Common Needs of Third Culture Kids and Potential Solutions

The opportunity to live in many lands offers TCKs rich experiences in learning first hand what other cultures are like and in becoming fluent in two or more languages, making these children attractive future employees for international businesses.[116] Fluency in multiple languages, self-confidence, strong observational skills, and the potential "to create community from diversity"[117] are often cited as the benefits of such life experience. In addition, TCKs are more likely to pursue higher education. A study of 700 adults who had lived in foreign countries during their childhood or adolescence found that 81 percent had completed four-year degrees compared with the average 21 percent completion rate in the United States.[118]

Along with benefits, however, these young people face a number of challenges, including a sense of "rootlessness"[119] due to a lack of identification with one culture. Researchers comment that TCKs may be most comfortable with others who have had the same experience and face loneliness and isolation when re-entering American society.[120] The intensity of the challenges varies with the length of time away and the differences between the "home" and "passport" cultures. Short stays of one or two years may be viewed as adventures. Longer stays outside the home country and the distinctiveness of the two cultures will make a return to the country of origin more difficult. Adjustment is also affected by the personality and age of the student, the attitude toward the move, prior experiences living in foreign lands, and the existence of other family issues.[121]

The "home" country of parents and other family members does not transfer automatically to these children. Many are challenged to find their identity. They shift like chameleons to fit into the particular cultural mores in which they find themselves. Third culture kids learn to "code switch" so they won't stand out; however, there is no one culture and place they identify as home. This can be a barrier when the family is reassigned to the parents' "passport" country. The parents may feel that they have arrived "home," while the children may experience a sense of loss and feel they have *left* their home. Parents who have adopted a global lifestyle often recognize the stressors their children face and acknowledge doubt and guilt about their chosen profession and its impact on their families. One family has begun a support group, Families in International Transition, to provide a forum to discuss the frustrations, celebrations, and interventions that seem to ease moves.[122]

While TCKs often have excellent skills in blending into their current environments, knowing that their stay is likely to be short-lived may lead them to avoid relationships and personal conflicts. This avoidance can increase feelings of loneliness and potential depression. For adolescents, it becomes more difficult to "fit in," since local fads and trends change so rapidly and can be specific to a small locality. As adults, they often report that they never really adjust, but rather adapt to their current environment.[123]

An important challenge for educators to recognize is the lack of awareness and sensitivity in the educational community about these children and their needs. For example, one mother shared a story about her son's teacher being concerned about his math skills because he was having difficulty with the unit on measurement. The son had been taught the metric system in prior schools and was therefore not familiar with the customary units still used in the United States.[124] Gillies, citing the work of McCaig, offers the following "Five Cs" as suggestions for better meeting the needs of third culture kids in the classroom:[125]

1. *Communication:* Communicate in a nonjudgmental manner that will encourage students to share their feelings; acknowledge the benefits and frustrations the relocated student may be experiencing through class discussions or individual meetings; teach conflict resolution techniques to address problems.
2. *Continuity:* Provide continuity through the structure and predictability of your classroom (this becomes one less element of constant change for the student); encourage the development of "portable skills" such as hobbies and sports.[126]
3. *Collaboration:* Involve students in classroom decisions to increase their sense of having control of their lives; use cooperative learning groups to nurture teamwork and shared problem-solving; assign a "buddy" to help the student navigate both school and community cultures.

4. *Closure:* When a student leaves, allow sufficient time to prepare for the separation; when possible, support the transition by helping the student learn about the next school and its expectations.
5. *Cultural confirmation:* Value but don't exaggerate the student's international experiences.

A program that is gaining popularity in American high schools is the International Baccalaureate (IB). Many people may not realize that this program was initially designed to ease transitions for third culture kids. A brief description of the IB program follows.

Program in Focus

International Baccalaureate (IB) Program

The International Baccalaureate Program began as a response to the needs of the children of diplomats. A rigorous curriculum with a world perspective that emphasizes integrated critical thinking was developed that could be accessed by high school students regardless of their locality. Over 1,375 schools currently offer the IB program in 114 countries. The two-year program is offered to juniors and seniors and provides college-level advanced placement classes. College credit may be awarded. The international flavor of the program can be observed from the introductory coursework to the final requirements. To complete the IB program, students must complete 150 hours of community service and a comprehensive essay. As IB programs become more popular in the United States, students in a growing number of American schools will find their final exams scored by teachers in countries halfway around the world.[127]

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Amy Shively remembers Abel, a little boy from Kenya who joined her first-grade class at Key Elementary School in Anaheim, California, last October. Abel spoke no English, but with Shively's help and nurturing, he blossomed. Soon he was reading English and speaking full sentences. But by January, he was gone. His parents had moved out of the area. "We don't know where he went," says Shively.[128]

Children of Immigrant Families

According to the 2000 U.S. Census, approximately 11 percent of our nation's population is foreign born. Nearly five percent entered the United States between 1990 and March 2000. Over half of these individuals were from Latin America, over one-quarter from Asia, and about 16 percent from Europe. Approximately 18 percent speak languages other than English, with Spanish being the most common.[129] Parents are often rural agricultural workers or urban service and manufacturing workers.[130] Immigrant families may be here with legal documentation or they may be undocumented immigrants. Both groups come to the United States to escape unsafe environments and/or to seek a more prosperous life for their families.

Common Needs and Potential Solutions

Some needs are shared by documented and undocumented immigrants; some challenges are particularly difficult for those without appropriate documentation, especially since September 11. Language is often the most common barrier for immigrant children. As the number of languages found in schools increases, finding teachers who can speak a student's native language becomes problematic for schools and administrators. In addition to meeting the legislative requirements of U.S. immigration laws,[131] learning a new culture, navigating a different system of education, and understanding the policies and procedures of American schools can be a daunting task for new immigrants.

Beyond the obvious challenges these families face, communities that find significant numbers of immigrants attracted to their locality sometimes react in negative ways.[132] Complaints about additional social service and educational costs for supporting newcomers are common. For undocumented immigrants, the issue of "illegal status" further fuels the controversy.[133] Other concerns, found throughout United States history, involve access to jobs and the possibility that incomes may decrease if new immigrants are willing to work for less than prevailing wages. One notable response to illegal immigration is the passage in 1996 of California Proposition 187, which required schools to verify the legal status of children and their parents before they could be enrolled. It was estimated that approximately 308,000 children would be excluded by the law Eventually the educational portion of Proposition 187 was found to be unconstitutional, because it violated a number of principles set forth in the Supreme Court decision *Plyler v. Doe*, which is highlighted in the following excerpt.

Plyler v. Doe

1982 Supreme Court Ruling

With rising numbers of undocumented immigrants crossing the border into Texas, U.S. immigration services sought the assistance of schools to track these individuals. The question regarding whether schools should act as an extension of federal agencies reached the Supreme Court for clarification.

As a result of the ruling, schools may not:

- deny admission to a student on the basis of undocumented status;
- treat a student fundamentally differently from others to determine residency;
- engage in practices to "chill" access to school (act in ways that create fear for undocumented immigrants);
- require students or parents to disclose or document immigration status;
- make inquiries of students or parents that may expose their undocumented status;
- require Social Security numbers from all students.[134]

Morse and Ludovina offer the following suggestions for serving children from immigrant families:[135]

- training school personnel regarding the cultural and experiential expectations of the students and families they serve;
- developing school admissions procedures that are welcoming, with bilingual staff when possible to assist non-English speaking parents;
- adopting school admissions policies and procedures that are consistent with *Plyler v. Doe*, including appropriate training of staff to ensure compliance;
- training teachers to ensure appropriate language support and knowledge of the special issues immigrant children may face and making resources available to support these students and their families.

Educating Students with Limited English Proficiency

The number of limited English proficiency (LEP) students in kindergarten through grade 12 doubled from 2.2 million in 1990 to 4.4 million in 2000.[136] As noted in Chapter 2, LEP impacts school success and the likelihood of graduating from high school. For example, high Hispanic dropout rates have been attributed, in part, to a dropout rate of 44.2 percent for Hispanic immigrants, many of whom reported difficulty speaking English.[137] To address the needs of these students, the *No Child Left Behind* Act includes Title III, Language Instruction for Limited English Proficient and Immigrant Students, which addresses language acquisition, language enhancement, and academic achievement (Part A), as well as providing funds to improve language instruction (Part B).

The *NCLB* requirement to disaggregate achievement data for LEP students in measuring adequate yearly progress is fueling efforts to better serve these students. A recent study in Miami-Dade found that LEP students, even after being classified as proficient in English, performed more poorly on tests in English than they did on tests in their native language.[138] Implications for the equity and validity of current testing requirements may warrant further analysis of this data and additional studies. Language acquisition evolves over a number of years. A student may have acceptable conversational skills and yet feel challenged when using English in a classroom or test setting.

A variety of intervention strategies and resources has been and is being developed to meet the needs of students still learning English. Appendix E includes a number of organizations and their websites that may be referenced for further detail. The following list suggests some methods being adopted by schools and teachers to reach these students.

- The Region XIV Comprehensive Center/Center for Applied Linguistics offers the following guidelines:[139]
    - Remember limited English proficiency does not equate with limited cognitive skills.
    - It often takes five to ten years to reach academic proficiency in a second language.
    - Provide a welcoming atmosphere for learning.
    - Assign buddies and peer tutors. If possible, include students who are bilingual.
    - Use gestures, pictures, graphs, and other visual tools to teach vocabulary and provide scaffolding for new learning.
    - Use cooperative learning to nurture receptive and expressive verbal skills.
    - Remember that receptive skills (listening and reading) precede expressive skills (speaking and writing) in the normal course of language acquisition.
    - Acknowledge the value of the student's native language; encourage the student to share his/her language with classmates.
    - Avoid placing students in grades with younger students. Keep students with age appropriate peers and provide appropriate support and modified assignments.
- Judy Lessow-Hurley, a professor at San Jose State University adds:[140]
    - Teach language within the context of actual content; provide "sheltered instruction," with grade-level content in English supported by "experiential learning, demonstrations, visuals, and routines. A lot of sheltering is also commonsense—stay away from idioms, speak slowly and clearly, find ways to repeat yourself."[141]
    - Allow students to demonstrate their understanding in nonverbal ways.

- Avoid overcorrecting students' departures from Standard English, which may discourage them from practicing their English. Paraphrase student's comments to provide an accurate model.
- Use classroom routines to reinforce language. Knowing what to expect can nurture an understanding of the structure of English.

- Some additional tips:[142]
  - Administrators:
    - Have contact information for interpreters who can assist when new students register and act as liaisons between the school and families.
    - Provide teachers with information regarding students' country of origin, native language, age, and previous educational experiences.
  - School staff:
    - Assess the academic skills of incoming students in their native language. (Use caution in identifying students for special education.)
    - Assess English proficiency, including receptive and expressive skills.
    - Schedule blocks of time for LEP students to receive intensive support in learning English that have the least impact on their regular class activities.
    - Participate in on-going professional development opportunities to learn more about the language and culture of the students in the school and emerging practices. Schedule time to share instructional practices that are working.

Program in Focus

Overcoming Language Barriers

Educators at Baldwin Elementary School in Boston, Massachusetts, were feeling overwhelmed by the large numbers of limited English proficiency students that had become part of their community. Many of the children were of Chinese descent. High poverty characterized 80 percent of the student body and more than 70 percent spoke English as a second language. Under the leadership of their principal, the staff worked collaboratively to apply for a grant that would help them acquire the knowledge and skills needed for an effective ESL program. Along with professional development, the school instituted a two-hour literacy block for new immigrant students. The result was a significant increase in Stanford 9 reading and math scores for all students.[143]

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Parklawn Elementary School in Alexandria, Virginia, used grant funding to rent an apartment in a nearby complex where a majority of their immigrant families lived and created a community-based family literacy program. Outreach like this can help schools meet the challenges they face when parents lack English and/or native language literacy skills, often making it uncomfortable for them to approach the school for assistance.[144]

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Chapter 7

Future Steps

Moving
Suddenly you turn around and everything you know is different
All of your friends are far away
and you are forced to start over—
a new school, a new place, and new people
The whole world feels like it's
spinning around you
But you don't give up
you stand up and start again
Some may say that you live in the past
But your memories are exactly what kept you going
So let them think whatever they want
because sometimes living in the past
is better than remembering today.[145]
(poem by an 8th grader)

What are the shared characteristics and needs of students experiencing high mobility? What differences must be acknowledged? Across these subpopulations, students with additional specialized needs must be considered, as well. How *does* mobility impact students with disabilities, limited English proficiency, or those who are gifted and talented? The previous chapters provide an overview of generalized characteristics for various groups who commonly experience school mobility. The Subpopulation Table, in this chapter, summarizes the findings described in earlier chapters by subgroup to allow readers to compare similarities and differences. While these generalities are helpful on the macro level, we must always acknowledge that any individual child or youth is unique and will not fit precisely within a framework designed to describe the population at large.

The remainder of this workbook will offer suggestions, borrowed from what can be learned across the subgroups of highly mobile students, which move from the macro level of policy and procedures to the micro level that recognizes the importance of meeting individual needs.

Subpopulation	Incidence and Common Demographics	Reasons for Mobility	Potential Needs/Challenges	Educational Legislation and Litigation	Examples of Practices and Programs
High Poverty	- 12.5 million receive Title I, Part A assistance - 16.3% of American children ages 18 and younger live in families with incomes below the poverty line[146] - Higher incidence for children of color: 30.2% of African American children and 28% of Latino children live in poverty compared to 13.4% of Caucasian children[147]	- Coping (e.g., unstable family or unsafe housing) - Forced (e.g., eviction) - Upward mobility (e.g., improved economic status) - Lifestyle (e.g., cultural, familial norm to move frequently)[148]	-Basic needs: - safe housing - clothing - supplies - health care, including mental health services when appropriate -Links to other community services -Legal counsel for housing issues -Family counseling -Information regarding the possible impact of school moves	- *NCLB*: Title I - Part A: 2002-03 funding: $10.35 billion - Total Title I 2002-03 funding: $12,179,000,000	- CSR: Comprehensive School Reform Programs - Free and reduced-cost lunch program through USDA
Migratory	- Incidence: approximately 1% of youth ages 3-21; approximately 756,000 served in 1996-97[149] and 660,000 in 1998[150] - 60% in poverty - Large, intact families - Needs of family are primary; education may be secondary - Parents with limited education, but desire for children to have greater opportunities - Limited or lack of English proficiency	- Available work dependent on external factors, especially environment	-Quality health care (exposure due to nature of work and limited living space) -Improved school attendance (health and family responsibilities) -Parental knowledge of health and education systems -School supplies -English as a second language (ESL) services -Continuity of learning (gaps resulting from frequent moves)	- *NCLB:* Title I, Part C (2002-03 funding: $396,000,000) - *NCLB:* Title I, Part A and Title I, Part B (Even Start) - Also may benefit from *NCLB* Title III—Language Instruction for Limited English Proficient and Immigrant Students - May be considered "homeless" if criteria are met	- Electronic school portfolio - Summer programs - Outreach workers (recruit former migrant workers) - Independent study or web-based courses for high school credit - Parental training and family support - Anchor School Project - ESCORT

Summary of Subpopulations of Students Who May Be Highly Mobile

Subpopulation	Incidence and Common Demographics	Reasons for Mobility	Potential Needs/Challenges	Educational Legislation and Litigation	Examples of Practices and Programs
Homeless	- Incidence: estimates vary significantly with a range from 930,200 to over 1.5 million experiencing homelessness during any given year - Single mothers with young children comprise fastest growing subgroup experiencing homelessness	- domestic violence - lack of affordable housing and poverty - time limits for shelter stays	- "Bridge" for possible disconnect of parent or guardian with the education system - Continuity of learning - Health and dental care - Social services support - Counseling - School supplies - Transportation - Academic support - Stable, safe housing	- *NCLB:* Title X, Part C - 2002-03 funding: $50,000,000 - automatically eligible for Title I services under *NCLB*	- Maintain students in their school of origin - Identification, training, and full implementation of local liaisons - Collaboration and outreach between school system and local service providers - Provide Title I support - SHELTRS (Texas technology program)
Military	- DoDDS served approx. 74,000 students K-12 in 154 schools in 13 countries in 2000-2001[151] - DDESS served approx. 36,000 in 7 states, Puerto Rico, and Guam[152] - 50% eligible for free and reduced-cost lunch (public school average is 40%)[153] - More than 90% reside in two-parent families (public school average is approx. 70%)—this does not take into account long deployments[154] - Most parents are high school graduates and may have attended or graduated from college[155] - May attend private schools (not focus here)	- job-related - national security and global events	-basic needs are usually met; therefore, schools can focus on smooth academic and social transitions -need for careful review of previous coursework in awarding credit and making placements -variety in local eligibility requirements for special services such as special education and gifted education can be confusing and increase need for advocacy from family or an outside source -options for extracurricular activities, especially for older youth		- Department of Defense Dependent Schools (DoDDS) in foreign countries - Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in state and U.S. territories - Washington state: in-state tuition while at base that continues when parents are reassigned

Summary of Subpopulations of Students Who May Be Highly Mobile (continued)

Subpopulation	Incidence and Common Demographics	Reasons for Mobility	Potential Needs/Challenges	Educational Legislation and Litigation	Examples of Practices and Programs
Third Culture	- Estimated incidence: 300,000 U.S. students living overseas with 100,000 returning to U.S. schools annually[156] - Military families abroad, families of diplomats, missionaries, or business executives with international corporations - Often fluent in several languages - First-hand knowledge of multiple cultures often increases tolerance for different perspectives - Families tend to be close and rely upon one another - Increasing numbers as the global economy becomes more pervasive - May attend private schools (not current focus)	- Job-related moves - World events	- See military - May not feel completely "at home" in any one culture; most at home with others who have same lifestyle - Prone to loneliness and avoiding interpersonal relationships and conflicts due to frequent moves - Stable communities may not be as accepting of newcomers and be perceived as less welcoming and tolerant of (or familiar with) other cultures; therefore there may be a need to create accepting climate for students to share their life experiences	For non-U.S. citizens: - *U.S. Immigration and Naturalization Act of 1996* (P.L. 104-208, Section 625)	- International Baccalaureate (IB) - Support group: Families in International Transition - Around the World in a Lifetime (AWAL)
Immigrant	- In 1995, immigrant education served 822,000 students[157]	- Unsafe conditions in country of origin - Political exile - Economics—desire to provide a more prosperous way of life for the family	- Concern and legal response: immigrants limit access to jobs and reduce competitive wages - Lack of awareness of U.S. laws and policies - Undocumented immigrants' fears which prevent families from enrolling their children - Lack of normal school enrollment records	- *NCLB:* Title III - *Plyer v. Doe* - *Family Educational Rights and Privacy Act (FERPA)* - *Emergency Immigrant Act of 1984* - *U.S. Immigration and Naturalization Act of 1996* (P.L. 104-208, Section 625)	- Baldwin Elementary School Boston, MA

Summary of Subpopulations of Students Who May Be Highly Mobile (continued)

Subpopulation	Incidence and Common Demographics	Reasons for Mobility	Potential Needs/Challenges	Educational Legislation and Litigation	Examples of Practices and Programs
Unaccompanied Youth	- These students meet the definition of "homeless" and can be served under the requirements of the *McKinney-Vento Act* - 2.8 million runaways per year[158] - Usually between 10 and 17 years old - Three times as many females as males run away and may seek assistance	- family violence - physical/sexual abuse - substance abuse - teen pregnancy - correlation with foster care, juvenile detention and residential treatment experiences, school failure, and school dropout	- shelter - counseling, including issues regarding substance abuse and sexual activity - medical care—increased risk for sexually transmitted diseases and pregnancy - alternative educational opportunities	- *NCLB:* Title X, Part C - *Runaway and Homeless Youth Act* (federal funding directly to local programs) - State code regarding runaway youth See: *Alone Without a Home*[159]	- Street outreach services (e.g., Lifeworks' Street Outreach in Austin, TX) - Basic Center Program—provides care outside Child Protective Services and other traditional service agencies (administered through the Department of Health and Human Services—DHHS) - Safe Place—national program in over 40 states. Safe Place sites are located throughout the community and link troubled youth with a crisis counselor who responds immediately and assists in identifying appropriate supports[160]
The following groups of students ***may*** experience high mobility and their special needs add another layer of complexity to providing appropriate services.					
Disabilities	- Approximately 6.5 million students with disabilities are served in U.S. schools	- All previously noted reasons may apply	- Legislation and guidelines can be interpreted differently in each locality, leading to the need for continual advocacy for appropriate services - Frequent moves and short stays in schools may lead teachers to be reluctant to refer students to receive special education services	- *Individuals with Disabilities Education Act (IDEA) of 1997* (Note: At the time of this writing, legislation is under review for reauthorization.)	- National Association of State Directors of Special Education (NASDSE) Project FORUM: Recommendations for homeless and special education collaboration[161]

Summary of Subpopulations of Students Who May Be Highly Mobile (continued)

Subpopulation	Incidence and Common Demographics	Reasons for Mobility	Potential Needs/Challenges	Educational Legislation and Litigation	Examples of Practices and Programs
Foster Care	- Nationwide, approximately 588,000 children and youth are in foster care placements - Twice an many children in foster care change schools three or more times after fifth grade than their peers not in foster care[162]	- Court decisions to provide children with a safer home	- Higher incidence of physical, developmental, behavioral, and health problems - More than 60% of foster youth drop out of school - Aging out of service at 18 restricts the extended support most children receive from their families as they transition into adulthood and master independent living skills - High incidence (25-30%) of homelessness among individuals who had been placed in foster care - 25-41% of former foster care children experience incarceration	- *The Foster Care Independence Act of 1999* (P.L. 106-169) —The John H. Chafee Foster Care Independence Program provides $140 million in federal funds to youth ages 14 to 21 - *Adoption and Safe Families Act of 1997* - Social Security Amendments of 1994 (Medicaid supplementary insurance) - *Family Preservation and Family Support Act of 1993* - *Adoption Assistance and Child Welfare Act of 1980*	- Independent living programs to increase likelihood of successful transitions into adulthood - Pair older foster youth with former foster youth - Have college students serve as "mentor-roommates" for foster youth who become emancipated[163] - Student portfolios with adult documents youth will need when they age out of foster care
Gifted	- Incidence determined by local school districts that set criteria for identification; estimates suggest 10-15% of school-age children are considered gifted or talented[164]	- All previously noted reasons may apply	- Frequent moves may "mask" abilities due to achievement gaps - Referrals may not be made due to short stays at schools	- state and local policies dictate - Javits Gifted and Talented Students Education Program provides funding	- There are efforts to identify children of color and those living in poverty.[165]

Summary of Subpopulations of Students Who May Be Highly Mobile (continued)

Part II

How to Reach Highly Mobile Children and Youth

Introduction

If you only had a child
for
A day,
A week, or
A month:
What would you want
to leave with him/her?

There is a scene in the movie *Stanley and Iris* in which Stanley (portrayed by Robert DeNiro) describes his upbringing and school experiences to Iris (played by Jane Fonda), who unlocks the door to literacy for him. Stanley tells his life story of moving from town to town with his father, who was a traveling salesman. Stanley would stay up late with his father playing cards. He would arrive at a new school every few weeks or months and take a seat in the back of the room, often to fall asleep after his late night at cards. When the teacher asked him a question, he would look up quizzically. When no answer to the question was offered, the teacher would move on to the next student and Stanley's head would return to the desk. The result of this education was a bright, kind man who could not read.

Stanley's story, though fictitious, is too likely to be founded on realities. He was a "child left behind" by the educational system. All levels of education must make a commitment to reach out to the Stanleys who walk through school doors everyday. With so many children in our mobile world experiencing frequent school moves, it is time to learn from one another, to begin a dialogue that includes the sharing of strategies and resources.

Whether you are a federal level policymaker or a classroom teacher, the opening question to this section may be helpful in guiding the discussion and decision-making that is needed to reach all our children and youth.

We need to create environments that ensure the success of those students with the greatest needs so that we can, in fact, ensure the success of every child.

Dr. Joseph F. Johnson
Former Director of Compensatory Education
U.S. Department of Education[166]

Imagine *you* have moved and taken your child to the neighboring school to enroll. What kind of treatment would make you feel welcome and settle some of the anxiety your child is bound to be experiencing? Would you expect (or be comfortable with) cold, bureaucratic procedures, or would you prefer a warm welcome from engaging personnel? One of the authors had the experience of teaching in the public school where the state's current governor had enrolled his children. The governor's wife visited a number of schools in the area before deciding where to enroll her elementary school-aged children. Why was this school chosen? The frequently cited reason was the school climate—the warm welcome of the secretary and the openness and friendliness of the teachers and other staff. Everyone liked working together and sharing their school with the community! No matter what level of educational service we provide or ancillary roles we may have within education, personalizing the issue is one way to make it much more "real" for all involved. When issues are rephrased as "How would I feel as that child?" or "What would I want/need as that parent?" different solutions are likely to emerge.

The previous chapters summarized federal legislation, state initiatives, and local programs that attempt to reach mobile students. Changes at the federal and state level will require interagency collaboration. Appendix B includes suggestions for federal and state level policymakers. These suggestions focus largely on increasing awareness of one another's legislative mandates and the overlapping needs of the students being served in order to facilitate greater interaction. In addition, there are suggestions for potential policy changes and technical assistance to support educators working most directly with our students.

Administrators, teachers, and other educational support personnel who work directly with mobile families and their children face many day-to-day demands. In reading Part I of this workbook, such practitioners may have found suggestions that could be implemented in their settings. To facilitate such application, the appendices in Part III provide quick reference tools that summarize information found at the beginning of this workbook. To further simplify such application, the following chapters in Part II offer a process for selecting interventions and strategies closest to the children and youth to improve services to students who are mobile. The next two chapters were developed with local school districts, individual schools, and classrooms in mind. By looking across upwardly and downwardly mobile groups, themes emerge that suggest promising interventions that will strengthen current practices or implement new ones as we strive to better reach and teach all our students.

Chapter 8

Reaching Highly Mobile Students:
What Administrators Can Do

Mission Possible!

Imagine you are a recently hired administrator. As you get to know your new surroundings, you begin to hear comments from colleagues about frequent student moves and the challenges of tracking student records and supporting teachers who seem to have revolving doors on their classrooms.

Consider the following questions:

As an educational administrator, what should you do?

a) Wait for a state directive or mandate from your board of education to look into mobility issues?

b) Throw up your hands and say, "Well, that's the American way for you!"

c) Delegate looking into the issue of mobility to a subordinate?

d) Gather more information to determine what actions, if any, can or should be taken.

In your experience, which of the choices listed above have you observed being employed?

Why?

***

If you are reading this workbook, chances are that you *are* concerned about the impact of school transitions. Now consider your current administrative role. Think about the problem-solving and decision-making structures within which you must operate and whether change tends to be strategic or reactive in your setting?

- Upon what data are decisions made?
- Who is involved in the decision-making process?
- Do the decision-making and planning methods you currently employ allow you to meet the identified and emerging needs of your students? If not, what changes would you like to see?

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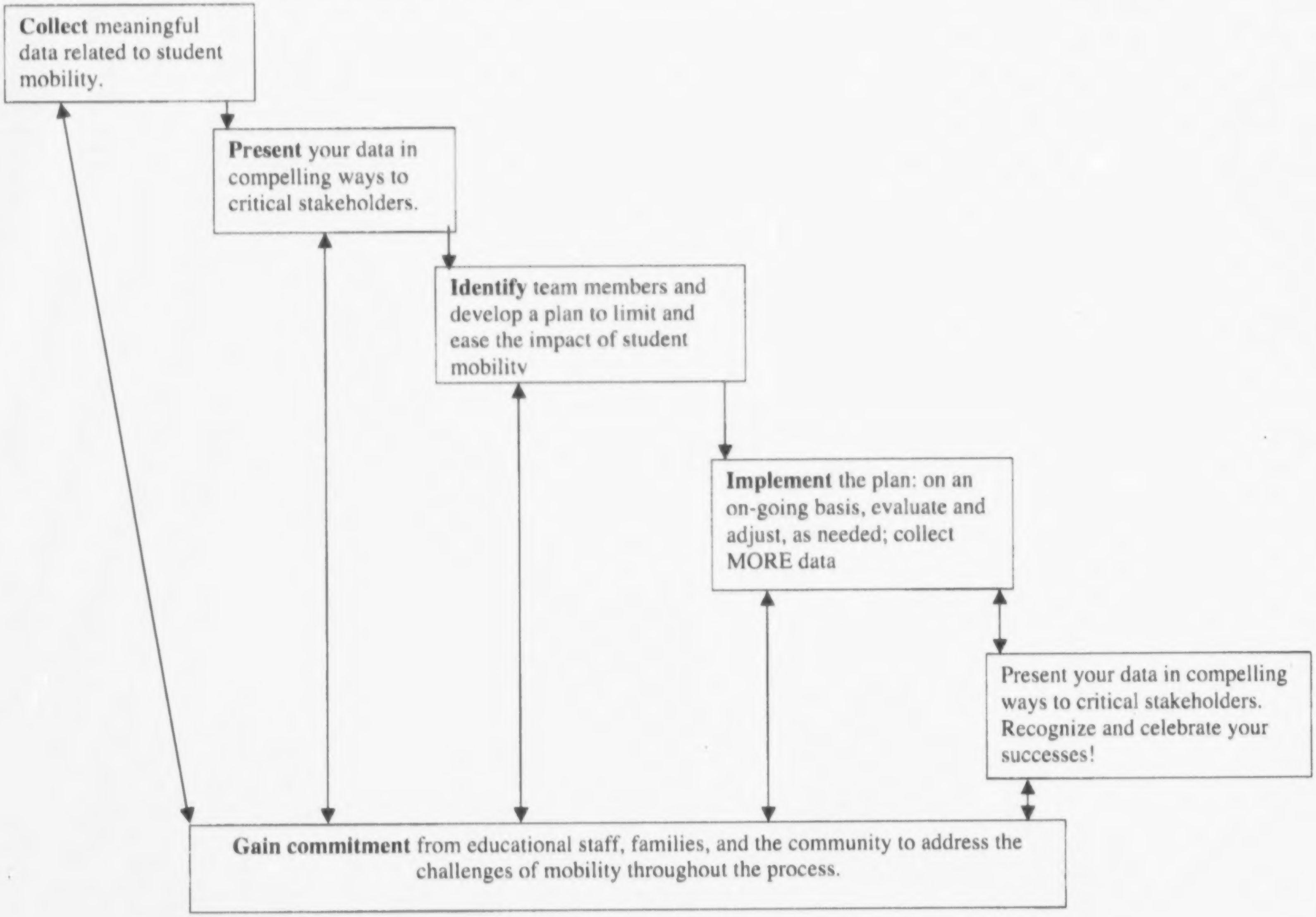
Some administrators are already part of educational cultures committed to continual growth and improvement. If you are among those so fortunate, structures for selecting, implementing, and evaluating interventions from the ones presented throughout this workbook will be in place. Your planning teams may be able use Part I as a springboard for discussions of your context. The tools in the appendices can be adapted as a plan of action is created to meet the needs of your students and their families.

However, if such structures are not in place, how can a school district or an individual school address the challenges of students moving in and out? The following flowchart and subsequent table offer a process for consideration. The flowchart provides an overview, while the table adds detail.

A Process for Change to Support Mobile Students and Their Schools


Collect meaningful data related to student mobility.
Present your data in compelling ways to critical stakeholders.
Identify team members and develop a plan to limit and ease the impact of student mobility
Implement the plan: on an on-going basis, evaluate and adjust, as needed; collect MORE data
Present your data in compelling ways to critical stakeholders. Recognize and celebrate your successes!
Gain commitment from educational staff, families, and the community to address the challenges of mobility throughout the process.

A Process for Change That Supports Mobile Students and Their Schools

COLLECT DATA		
Questions to Be Asked	*Sources of Data*	*Additional Considerations*
How much mobility are we experiencing?	- Longitudinal tracking of student cohorts (see example in Appendix A) - Data bases with student address changes as well as school transfers - Data management personnel, other administrators, social workers, counselors, teachers	- Is the rate of mobility acceptable? If the rate is questionable, the impact should be determined.
What impact is student mobility having on our school(s)?	- Achievement data by cohorts - Data management personnel and assessment experts - Focus groups or surveys of school personnel	- Consider potential impact on AYP and retention of education personnel. - Build awareness of impact on achievement data when interpreting cohort data.
Who is moving? Who is *highly* mobile?	- Student demographics - Involve school and community contacts who have knowledge about the groups identified (include homeless liaisons, migrant education staff, Title I, LEP, special education, as needed)	- Are any subgroups most prevalent? - Do mobility rates vary by age/grade? - Determine if certain grade levels should be targeted for future planning.
Why are students leaving? Where are students going?	- Exit interviews - Focus groups with parents of similar demographics as those who are leaving	- Are reasons inherent in family lifestyles? - Are there community issues that increase student mobility? - Are there school policies or practices that increase mobility?
Why are students arriving? From where?	- Entrance interviews - Prior school records	- How do arriving students compare to leaving and stable students?
Can mobility patterns be identified?	- Analyze entrance and exit numbers by month/grade - Compare to seasonal work or holiday breaks	- Are there periods of greater influx or exit? - What factors may explain the variations?

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PRESENT YOUR CASE AND GAIN COMMITMENT FOR CHANGE		
Questions to Be Asked	*Potential Responses*	*Additional Considerations*
Who needs to know about these data?	- Upper administration - School board members - School faculty - PTA or other family-based group - Business and community leaders	- Why would these audiences want to have these data? - Are all the groups with the power to make changes included?
What vehicles are most appropriate for sharing the information and making it accessible to the target audience?	- Formal presentation - Faculty/PTA meeting agenda item - School or local newspaper - Informal "ad hoc" meeting of interested/invited participants	- Are there ways to make the information easier to understand and visually compelling?
What will commitment for change look like?	- Additional staffing - Additional funding - Interest in exploring the topic further - Willingness to join a task force to develop a plan - Offers to share expertise or related data	- Advocate for needed resources. - Be prepared to ask for support and identify concrete ways the audience can help.

CREATE A PLAN OF ACTION (See Subpopulation Table in Chapter 6 for possible interventions and legislative guidance; see Appendix B for specific interventions.)		
Questions to Be Asked	*Potential Responses*	*Additional Considerations*
Who needs to participate in the planning process?	- Other administrators - School board members - School faculty - PTA or other family-based group - Business and community leaders - Others with needed expertise	- Is the group too large for all the work? - Are subcommittees needed? - What is the timeframe for producing a plan? - Who must approve the plan? - How will the plan be presented?
ACCESS: Does current enrollment reflect the community composition? Are any children and youth "left behind"?	- Identify potential barriers to enrollment, school programs, and assessment - Review policies and procedures	- How does this support compliance with *No Child Left Behind* mandates? - Unaccompanied youth may be a priority for this question.
OUTREACH: What interventions may reduce mobility?	- Increased family awareness of the impact of mobility - Greater support for families to reduce the need to move - Increased safety and responsiveness to student and parent concerns	- Link with community resources. - Leverage available educational resources (*NCLB, IDEA*, state, and local initiatives).
SUPPORT: What interventions can facilitate transitions that cannot be avoided?	- Make the school and district a welcoming, safe place for students and families - Provide training and support for staff to better meet student needs	- See Appendix B. - Collaborate with state specialists, local colleges, and schools that successfully accommodate mobile students when planning training
What interventions seem - most likely to succeed with our students and families? - most feasible, given time and resources?	- Formalize the plan - Identify interventions, timelines, and resources/personnel needed for implementation	- Include measurable goals and objectives to monitor the progress and impact of the plan as it is implemented.

IMPLEMENT AND EVALUATE YOUR PLAN		
Questions to Be Asked	*Potential Responses*	*Additional Considerations*
Who needs to know about these data?	- Upper administration - School board members - School faculty - PTA or other family-based group - Business and community leaders	- Why would these audiences want to have these data? - Are all the groups with the power to make changes included? - How should the data be presented?
Is the plan being implemented as designed?	- Yes, continue plan - No, timeline unreasonable or resources not available as originally planned	- If no, how can the plan be modified?
Is the plan fulfilling the goals established?	- Unsure, continue to collect data - Somewhat, consider modifications, if needed - Yes, qualitative and quantitative measures indicate progress	- If "yes," how can the plan become even more successful? - If "yes," how can we celebrate?
CELEBRATE & PUBLICIZE YOUR SUCCESSES		
Questions to be Asked	*Potential Responses*	*Additional Considerations*
Who needs to know about successes?	- Team members - School and community members - Families - Other schools	- Can your plan be adapted for another locality? - How can lessons you learned be shared with other educators?
What channels should be employed?	- Formal presentations in school district and community - Newspaper article - Community "gathering" - Plaques acknowledging work - Presentations at conferences - Educational journal article	- How can dissemination be delegated among the planning team?

There is no magic wand to eliminate student mobility in our schools; however, reduction of mobility is possible. When moves cannot be avoided, there are interventions that increase the support to students and staff and lessen their negative impact. As the following "menu" of interventions suggests, many possibilities exist. Administrators should provide guidance, leadership, and resources to support staff. In addition, they can play a critical role in building bridges with the community, gaining the commitment to change from all involved and ensuring that the question "How will this decision impact our children and their education?" is considered by local governments, housing agencies, human services providers, and businessmen.

Chapter 9

Teaching Highly Mobile Students:
School and Classroom Strategies

> Dear Soldier,
>
> I hope you find your way home...I no haw you feel in the middle of nowhere. I no haw it fiels like not having no drink our fod. You must be storved to def & must be very very hot...I hope you get home safly. I wont to no haw you feel. I will be your forend. Can you be my frend?
>
> Letter from a second grader during Desert Storm[167]

Whereas Chapter 8 focused on procedural and technical assistance across schools and community, Chapter 9 has the individual student as the focus and all educators, including building-level administrators, who have direct contact and responsibility for student learning. In this chapter, we ask: What can be done to ensure that students do not feel they are "in the middle of nowhere"?

At the Schoolhouse Door

Imagine you are the principal of Turner School, which has a diverse student body. Your school is on the border between a highly affluent community and an area of town with high rates of poverty, and your students come from both communities. Parents who are corporate executives and who have worked around the globe are buying lovely homes and enrolling their children. In contrast, approximately fifty percent of your students qualify for free and reduced-price meals. Their families are moving out of town as housing prices move beyond their reach and to find work, while other families, many recent immigrants, are taking their places. Your secretary and guidance counselors are perpetually enrolling new students and forwarding records to new schools. The attendance officers try to locate students who are truant only to find they are no longer living in the area and have left no forwarding address. You are a firm believer in creating a welcoming climate for new students and their families. You also realize your school's performance on the state's assessment will be analyzed closely in determining adequate yearly progress.

Consider the following questions:

1. What steps can you take to ensure that the climate is welcoming?
2. What changes may be needed to serve the increasing number of immigrant families with limited English?
3. How can you develop structures and assist staff so that the workload is manageable?
4. Is there anything you can do to reduce the mobility in your school?
5. What steps may be needed to ensure that all students are achieving?

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At the Classroom Door

Imagine you are a teacher at Turner School. It is only December and your class of 25 fourth graders bears little resemblance to the class of 23 you welcomed on the first day of school. About 50 percent of your students receive free or reduced-price lunches. The remainder live in modest ranch homes and the growing number of spacious new homes being built. Two of your students left after a month when their parents' jobs transferred them to another state. One student arrived in October from Guam. Two students arrived the same month from Mexico and speak limited English. In November, two students failed to attend class and you have no idea where the families have gone. Your principal has just informed you that a new student will be joining your class tomorrow.

Consider the following questions:

1. How will you welcome this new student and help him or her to "fit in"?
2. How can you quickly assess student needs and begin providing appropriate instruction?
3. How can you prepare your students for these arrivals and departures?
4. What can you do for the students who remain in your class all year?
5. What can you do to keep your commitment to teaching alive, despite these challenges?

The interventions discussed in this chapter could easily be incorporated in a planning process such as that described in Chapter 8. Since the process would be similar, it is not repeated here. Instead, things to consider when personalizing interventions for actual students will be discussed. As is true for students with disabilities, knowing a label does not tell a teacher, principal, or counselor what exact needs any individual student will have.[168] While knowing that a student is experiencing homelessness or is from a migratory family or a military family gives

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school personnel some potential ideas of needs, they must identify the unique needs of each student as they become a part of the new school and classroom context and personalize the supports that have been developed based on the more general demographics of the school.

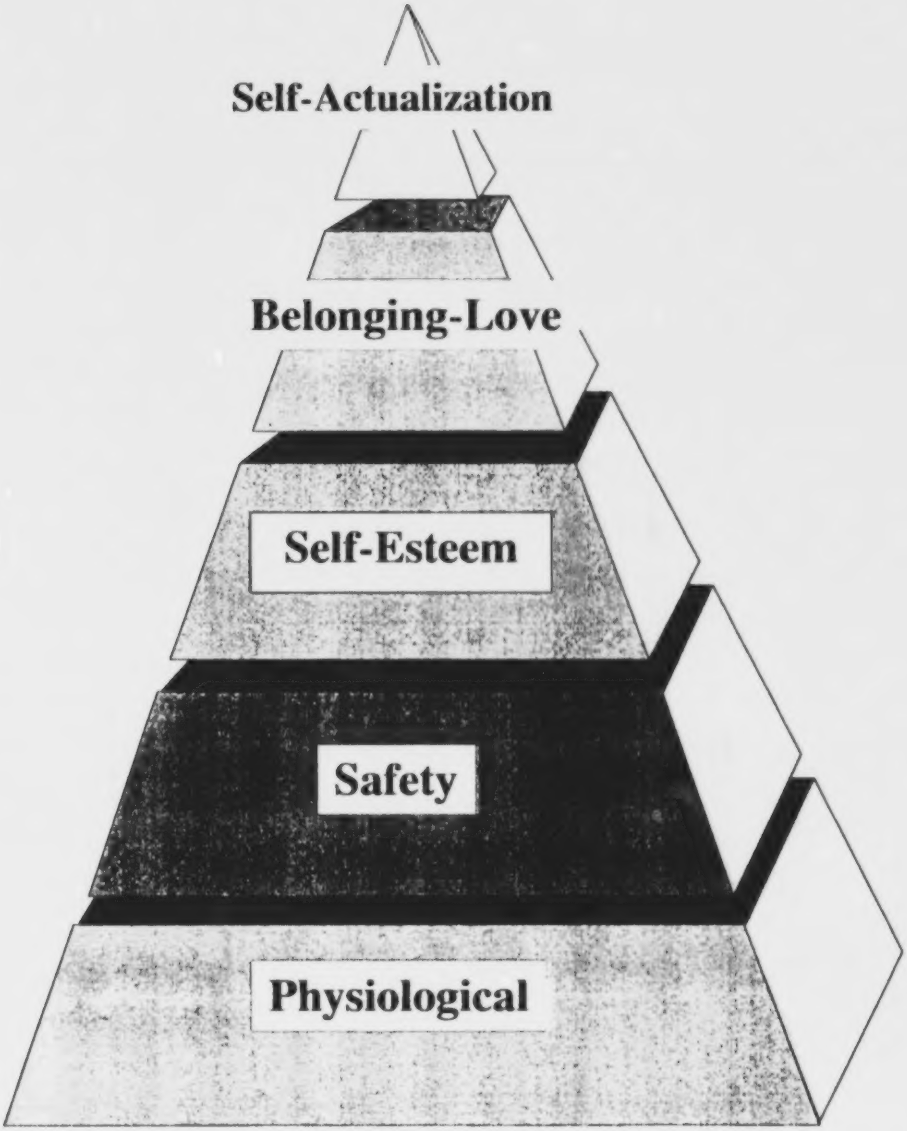
Student Needs

School personnel who are committed to making a difference in the lives of their students are continually evaluating and re-evaluating gaps in services and learning and how they may be addressed. One framework for this analysis is Maslow's Hierarchy of Need,[169] illustrated in the following diagram. Maslow theorized that needs at the lower levels of the pyramid must be met before the potential exists for fulfilling needs at higher levels. Physiological needs of students may include food, shelter, clothing, and medical attention. Social/emotional needs include safety, security, and belonging. In addition, mobile students may require assistance with school records, supplies, transportation, and instruction in areas of weakness or content not covered in a previous school.

Swick,[170] building on Maslow's theory, suggested that students are challenged by the following questions as they enter new settings.

- *Who am I?* Children gain self-awareness and identity through their social interactions with others and their connections with possessions and places. Frequent moves reduce, or even eliminate, those connections. How can educators reinforce a sense of self?
- *Where am I?* Security is tied to predictability in routine and location. When students move, that "known" is removed. How can educators quickly provide students with security and routine?

- *How am I?* Frequent moves and the potential stressors of poverty may increase anxiety and impact "overall well-being and health, socioeducational, and emotional factors."[171] What can educators do to reduce these stressors?



Maslow's Hierarchy of Need

School and Classroom Responses to Mobility

School districts, schools, and classroom teachers may wish to consider the suggestions found in Appendix B, especially those listed for the school and classroom level. The same process of collecting data to inform decision-making that was described in Chapter 8 applies at the school and classroom level. (A model for presenting mobility data is included in the PowerPoint presentation in Appendix A.) In addition, it may be helpful to categorize interventions based on the cycle of mobility:[172]

- *Prepare in advance.* At the school level, communicate established routines to faculty and staff to make transfers less disruptive. Involve faculty and staff in developing procedures and be sure to provide opportunities for training and procedure review and revision.
- *Welcome the student and family upon enrollment.* From the secretary to the teacher and her students, the initial tone of social interactions is powerful in affirming the value of students and their families.
- *Monitor and support, as needed throughout the student's stay at the school.* Some students may just need a caring welcome when they arrive. Others may require significant support to build academic achievement, and their families may need to be connected with other community services. Counselors and social workers may be especially valuable in filling a monitoring role to ensure that the whole child or youth is considered. Formative evaluation, such as diagnostic-prescriptive teaching, allows teachers to monitor and document academic progress and adjust instruction as needed. Curriculum-based assessment (CBA) and curriculum-based measurement (CBM)[173] are among the tools that can assist in placing and evaluating students appropriately.

- *Prepare for departures.* Because highly mobile students may leave despite efforts to stabilize families, the establishment of procedures that streamline departures and, when possible, provide students with opportunities for closure should be formalized.

School personnel can act as change agents who advance student achievement. It can take enormous amounts of effort to find the appropriate supports for a mobile student. It can be frustrating to invest such time and effort only to realize the student is already out of your grasp. As one teacher in a school with very high mobility said:

> It's not difficult to become jaded, you know, to have a suspicious attitude, or a hardened outlook…
>
> Then one day, you come upon a kid who is really hurting, and you reach out to him and to your surprise the child reaches back. You start to think, "Just maybe I can turn things around for this child." And one day you succeed, and then you remember why you wanted to become a teacher in the first place.[174]

Endnotes

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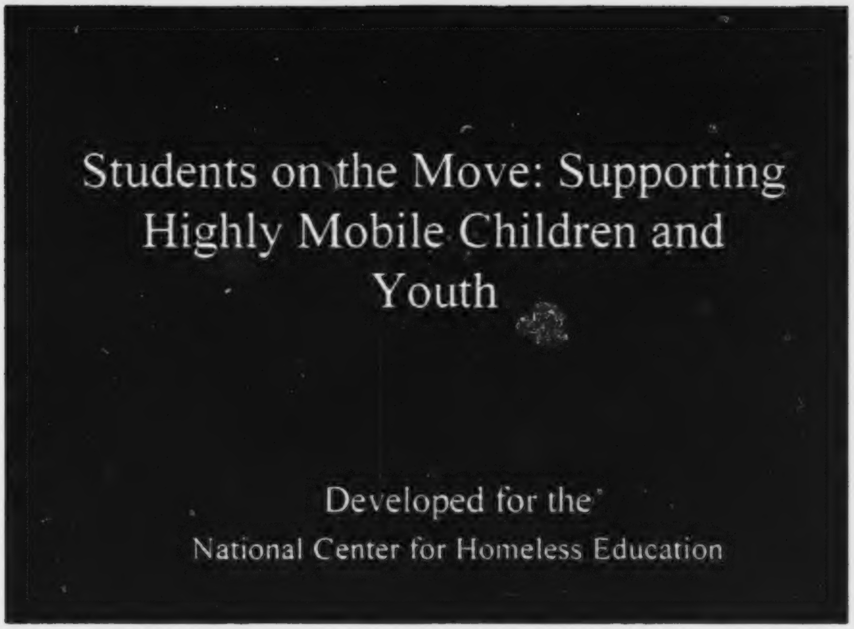

Students on the Move: Supporting Highly Mobile Children and Youth

Developed for the
National Center for Homeless Education

The following PowerPoint presentation can be used in several ways:

1) As written, it can provide an introduction to the issues of school mobility.
2) With the addition of local data, it can be used as a vehicle to gain commitment to identify further changes that will support highly mobile students.
3) With local data and cases, it can be part of the initial process of creating a plan for additional data collection. When local data can be discussed. The workbook and other appendices may be used to facilitate the dialogue in formalizing a plan of action.

The presentation can be streamlined to about 30 minutes or less, depending upon the information the presenter elects to delete. It can be expanded to a 2-3 hour workshop, or longer if review of the workbook and creation of a working plan is included.

Note: Emerson Elementary School has developed a ten-session staff development course on student mobility for their district. For information regarding their “Tip Book” and training, contact:

Emerson Elementary School
2421 East Johnson Street
Madison, WI, 53704
Telephone: 608-246-4653

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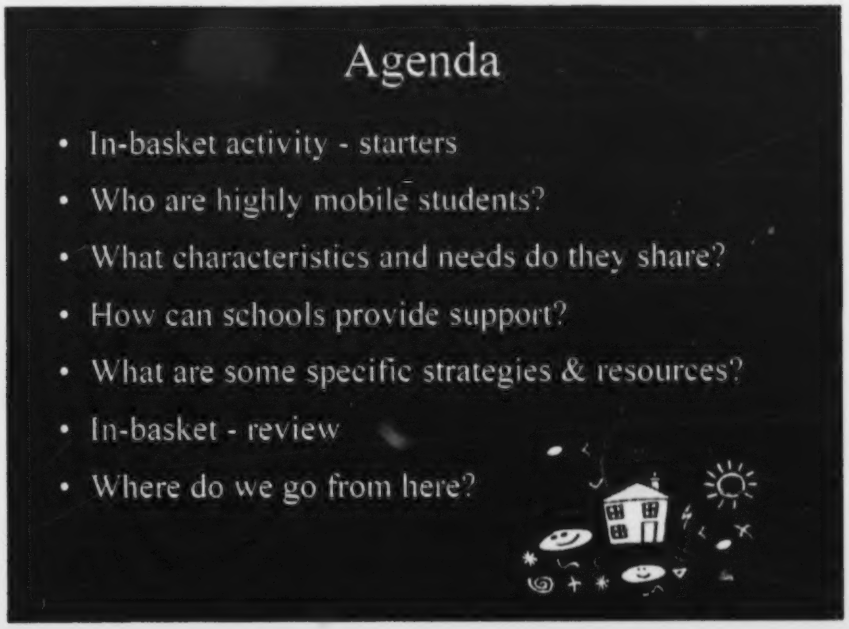

Agenda

- In-basket activity - starters
- Who are highly mobile students?
- What characteristics and needs do they share?
- How can schools provide support?
- What are some specific strategies & resources?
- In-basket - review
- Where do we go from here?

In-basket activity: Participants receive packets as they arrive with a colored paper describing a particular student. Sample cases are included at the end of this appendix. Presenters may wish to use cases from actual local experience to personalize this process. Use the number of cases most appropriate for the size of the audience. With a small group of 5 to 10 people, two cases may be sufficient. The cases are color-coded for later group work and may include preschool to secondary, migrant, homeless, military, job transfer/promotion, or special ed, depending upon the targeted audience. Directions: "Consider possible needs for this student and ways you would accommodate him/her in your school or classroom. Use your handout or the back of this sheet to keep notes. We will return to your student toward the end of our session."

Introduce speakers and survey audience, if needed

Review agenda

Explain packet of materials—this may include the workbook and selected appendices, local policies and procedures, and local data that has been collected to date.

Allow 1-2 minutes to complete the in-basket activity individually. Explain that participants may add ideas as the session progresses and that they will share with colleagues later in the session.

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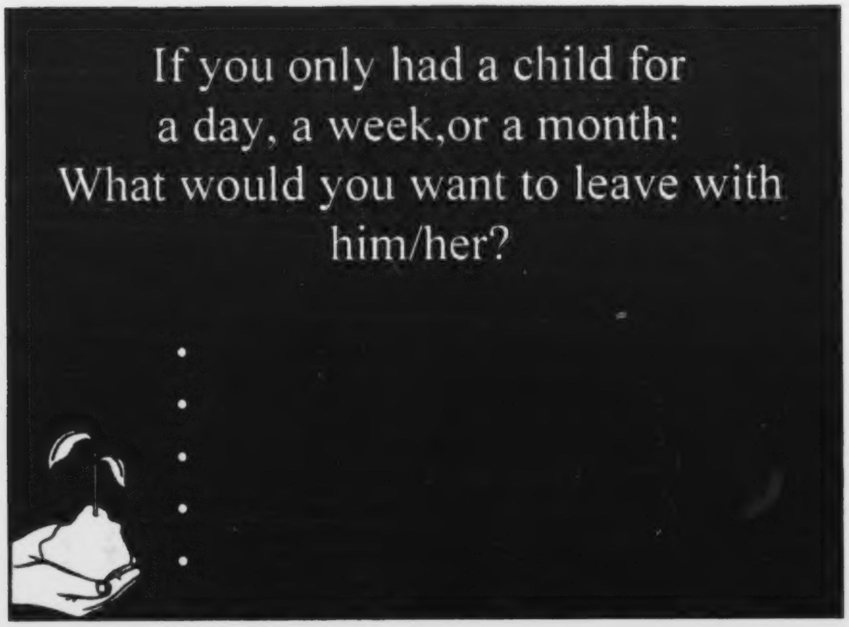
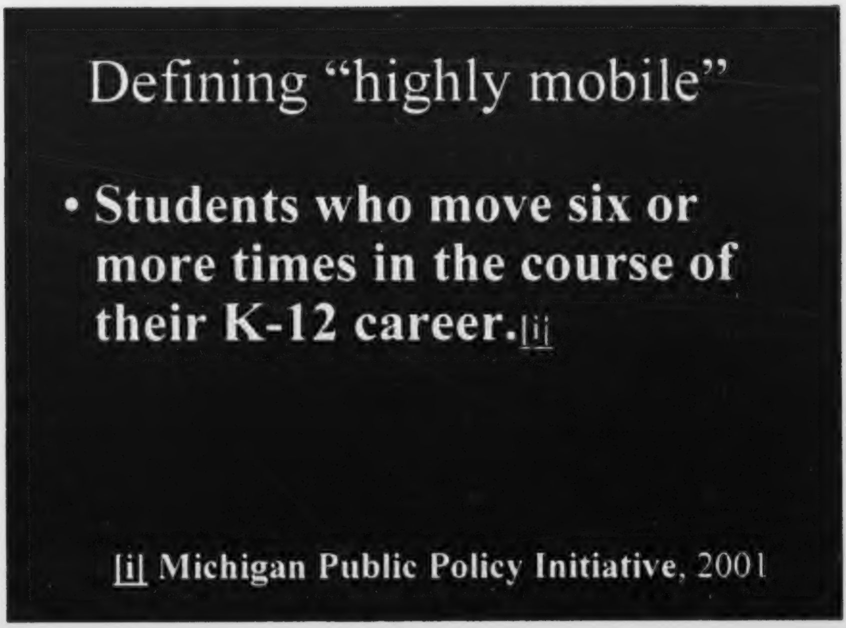


If you only had a child for a day, a week,or a month: What would you want to leave with him/her?

Have participants reflect on this question quietly.

After a minute, have participants report out—answers can be recorded for future reference or shared orally, depending on the purpose of your session.



Defining "highly mobile"

- **Students who move six or more times in the course of their K-12 career.**[i]

[i] Michigan Public Policy Initiative, 2001

[i] Michigan Public Policy Initiative. (2001). Spotlight on applied research: Families on the move. Retrieved June 18, 2001 from http://www.icyf.msu.edu/publicats/mobility/mobility.html

In grades 1-12, approximately 60 percent of students will move at some time. We are a mobile society.

According to the 2000 U.S. Census Report:

- Fifteen to eighteen percent of school-age children changed residences from the previous year
- Nearly 12 million children changed their place of residence in 1999-2000

1994 GAO report: 500,000 third graders have attended three or more schools since the first grade.

Urban schools report student turnovers of 40-80% (see Stover, 2000).

In CA study (PACE study), 75% move more frequently in elementary grades in high-poverty communities

Further details can be found in Chapter 1 of the workbook.

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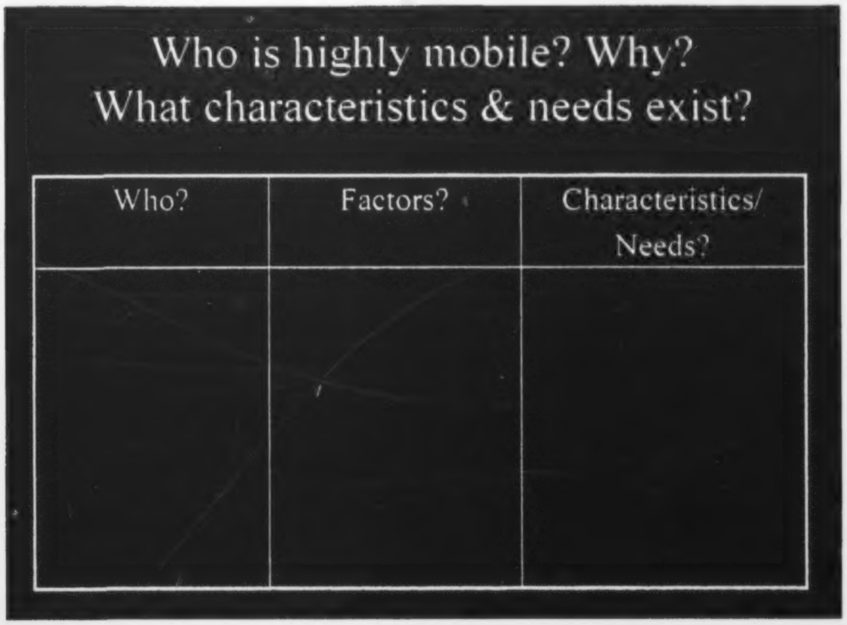


Who is highly mobile? Why? What characteristics & needs exist?

Who?	Factors?	Characteristics/ Needs?

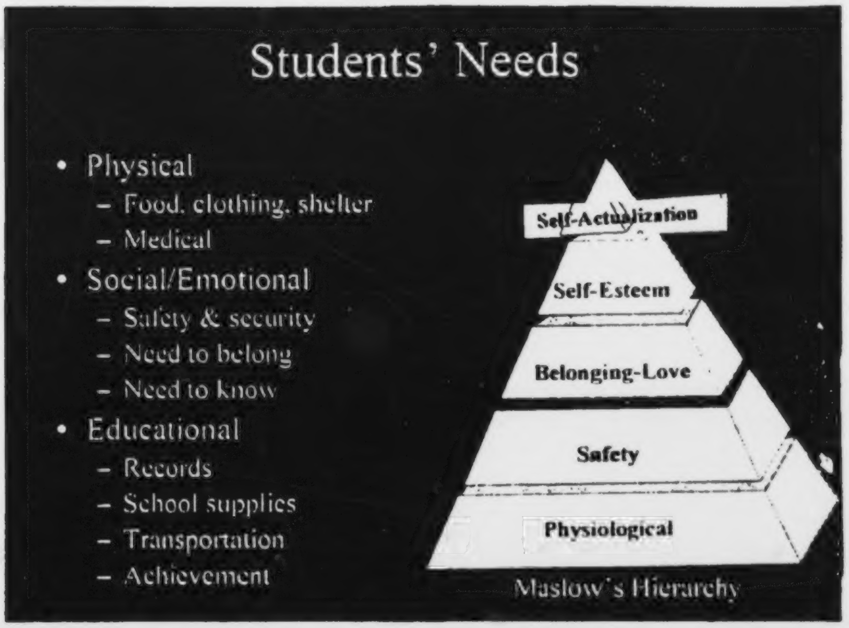
This slide can be duplicated on an overhead or chart paper to record responses.

The audience should generate ideas based on your context. (Suggestions are listed below to promote dialogue, if needed.)

Who: Migrant
- Military
- Domestic Violence
- Homeless
- Immigrants
- Unstable home/work

Factors: upwardly mobile – focus of early research 1880s to 1950s
- mobility was usually job promotion (exceptions: wars and Great Depression)
- downwardly mobile—shift from 1970's to present
- increase in low SES and poverty factors
- living wage; affordable housing: The National Low Income Housing Coalition has a website that provides stats for states and localities: http://www.nlihc.org
- recent Houston study: 60% of homeless worked full-time
- 1-parent households
- downsizing, sporadic employment, changes in business

Needs: see next slide



Students' Needs

- Physical
  - Food, clothing, shelter
  - Medical
- Social/Emotional
  - Safety & security
  - Need to belong
  - Need to know
- Educational
  - Records
  - School supplies
  - Transportation
  - Achievement

Self-Actualization
Self-Esteem
Belonging-Love
Safety
Physiological

Maslow's Hierarchy

Note (share statistics as appropriate for your audience): US General Accounting Office (1994)— low income (under $10,000), 30% changed school frequently vs well above poverty ($50,000+), 8% changed school

Current "Weighted average thresholds": Some data users want a summary of the 48 thresholds to get a general sense of the "poverty line." These average thresholds provide that summary, but they are not used to compute poverty data.

One person $9,039
Two people 11,569
Three people 14,128
Four people 18,104
Five people 21,405
Six people 24,195
Seven people 27,517
Eight people 30,627
Nine people or more 36,286"

(quoted from Proctor & Dalaker, 2002, p. 5)

Characteristics/Needs: Physical, Educational, Emotional

Other needs for subgroups are summarized in subpopulation table in Ch. 6

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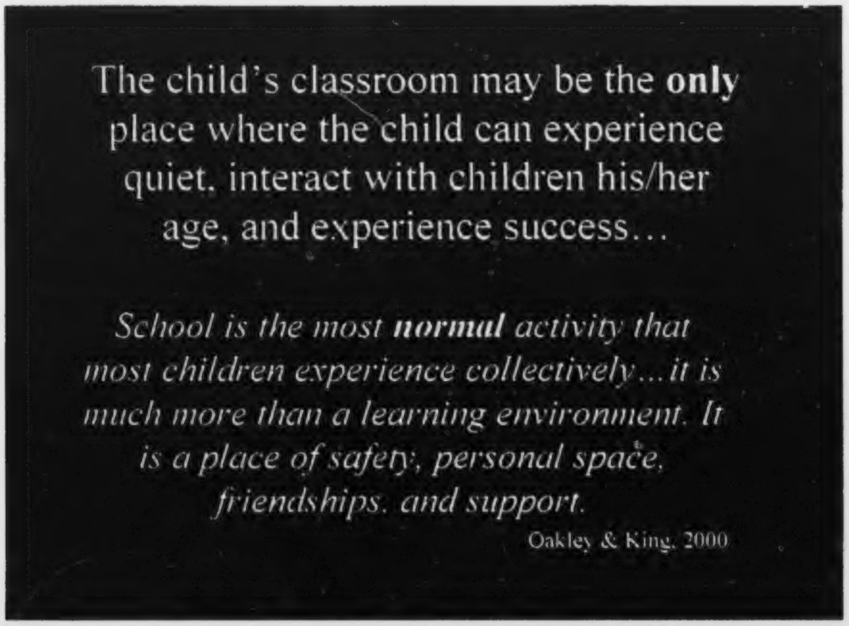


The child's classroom may be the **only** place where the child can experience quiet, interact with children his/her age, and experience success…

School is the most ***normal*** *activity that most children experience collectively…it is much more than a learning environment. It is a place of safety, personal space, friendships, and support.*

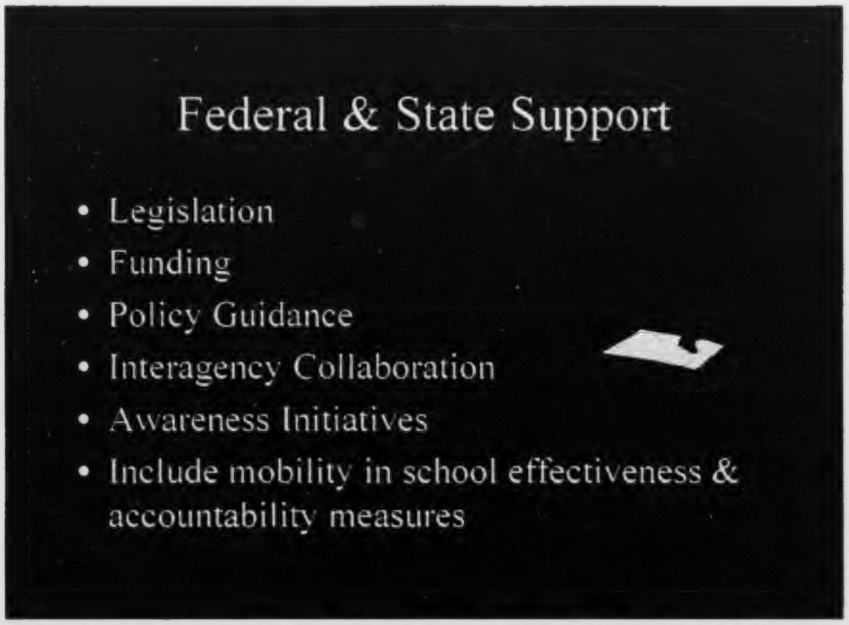
Oakley & King, 2000

Closing slide for section

This quote is especially true for many students experiencing upheaval, uncertainty, and stress in their lives outside school.

Last line: Isn't this what we want for all children in our classrooms?

We structure this into our beginning-of-the-year activities. How can we communicate it quickly to children who join us at other times?



Federal & State Support

- Legislation
- Funding
- Policy Guidance
- Interagency Collaboration
- Awareness Initiatives
- Include mobility in school effectiveness & accountability measures

For local sessions, this may be deleted, unless advocacy at the state or federal level is an intended outcome

Federal: no single source—challenges, but opportunities, too Title I, including Migrant Education Homeless Education

Special Ed.—Child Find (Section 300.125) specifically states procedures and policies must be in place that reach highly mobile children with disabilities (such as migrant and homeless)

State: Include initiatives from your state

Virginia examples: General Assembly allocated additional funding for Migrant education Child Services Coordinators for shelters

Note any changes to enrollment requirements as the results of *NCLB*

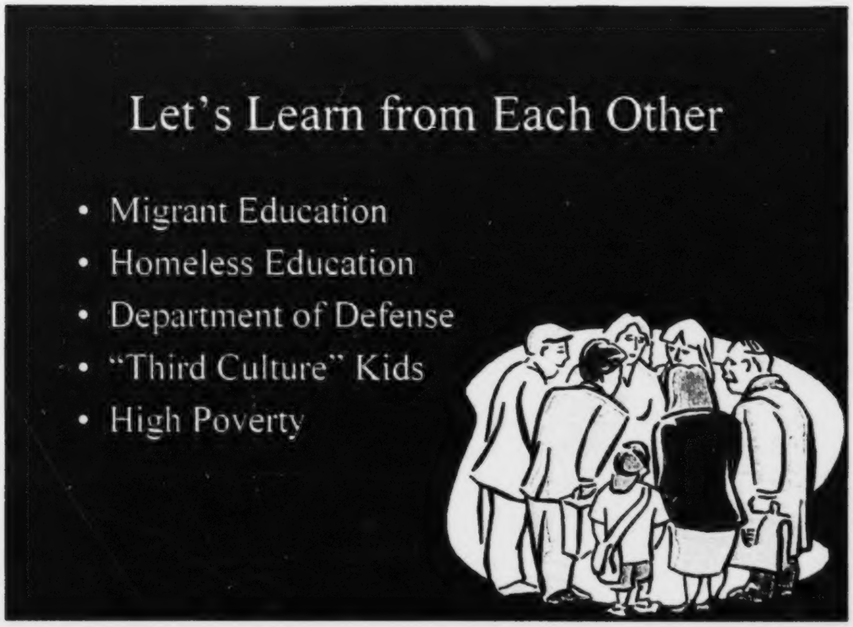
Collaboration: NASDSE Forum (special education and homeless education)—see homeless references: report by Markowitz, 2000

Title I Symposium with NCHE

Awareness: Include any local examples from your state legislative rights and responsibilities (schools and parents)

School effectiveness: Discuss impact of AYP and disaggregating achievement data (highly mobile students are likely to be represented in multiple categories)

PACE recommendation (CA study in general mobility references: Rumberger et al., 1999)—test mobile students but do not include short term in school accountability



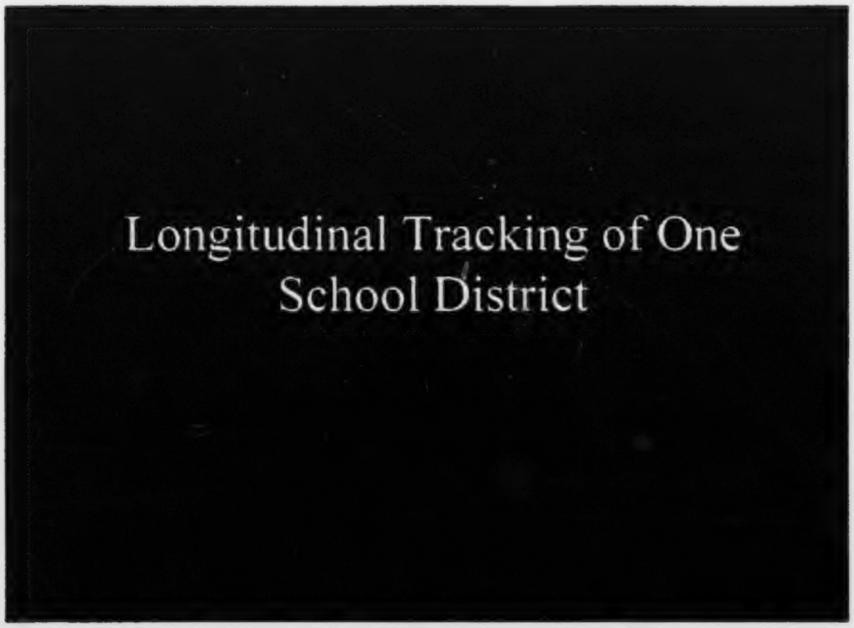
Let's Learn from Each Other

- Migrant Education
- Homeless Education
- Department of Defense
- "Third Culture" Kids
- High Poverty

Reference table summarizing groups and a list of resources can be found at the end of Chapter 6.

Highlight several important initiatives that look promising for your community.

For a longer session, a jigsaw may be employed. Small groups are assigned different chapters from Part I of the workbook. Each group will report out with a brief summary of the group studied and offer possible strategies or interventions that may be effective in their setting.



Longitudinal Tracking of One School District

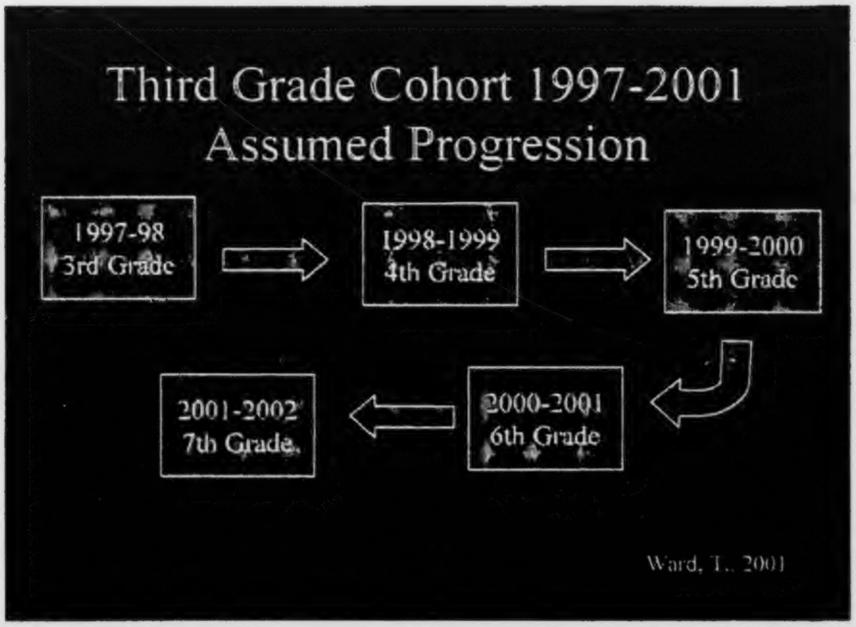
The following data was provided by Thomas Ward, Associate Dean at the College of William and Mary, based on an analysis using data for 4 years from a Virginia school district. If local data for your school or district can be substituted in these slides, the presentation will have more impact. (Data and slides reprinted with permission.)

Current Example and Findings

Started tracking in 1997-98 with the first administration of Virginia's *Standards of Learning (SOL)* Assessment

Used grades 3, 5, and 8 as the start points (grades originally tested; 8th grade not reported here)

Have tracked subsequent groups as they enter the third grade.



Third Grade Cohort 1997-2001
Assumed Progression

1997-98
3rd Grade

1998-1999
4th Grade

1999-2000
5th Grade

2000-2001
6th Grade

2001-2002
7th Grade

Ward, T., 2001

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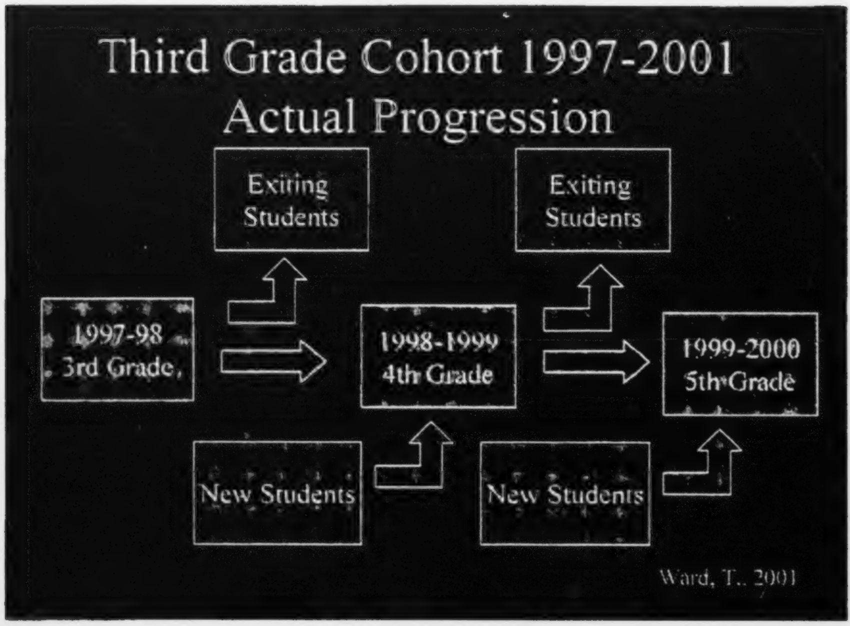

Third Grade Cohort 1997-2001 Actual Progression

Exiting Students

Exiting Students

1997-98 3rd Grade

1998-1999 4th Grade

1999-2000 5th Grade

New Students

New Students

Ward, T., 2001

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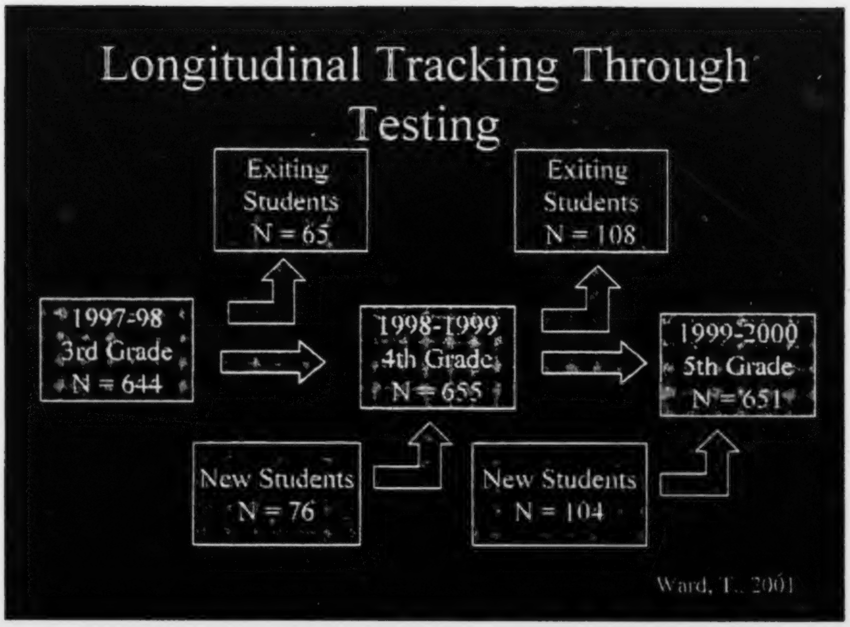


Longitudinal Tracking Through Testing

1997-98
3rd Grade
N = 644

Exiting Students
N = 65

1998-1999
4th Grade
N = 655

New Students
N = 76

Exiting Students
N = 108

1999-2000
5th Grade
N = 651

New Students
N = 104

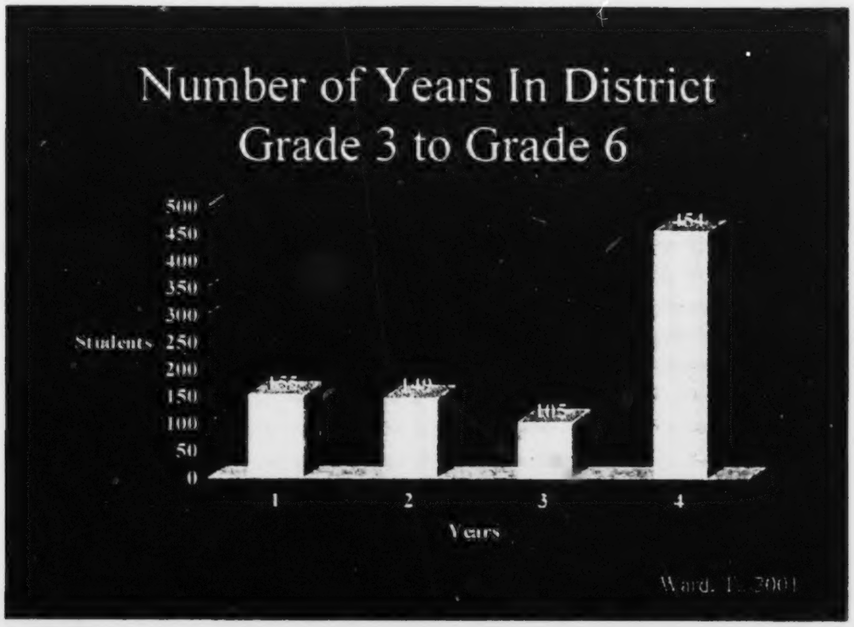
Ward, T., 2001

Data Tracking Can Give a Better Idea of Mobility

Overall number is fairly stable

True pattern is masked by the offset of leaving and entering students

Examination at each step shows a more mobile or changing population



Number of Years In District
Grade 3 to Grade 6

Ward, T. 2001

863 students were in the district at some point: How many years did they stay?

Patterns are Diverse

454 stay all four years—53% of the 863 total

An average of 12.8% of the students leave at the end of a year

An average of 12.5% of the students are new each year

Approximately 3% of the students leave and return

What achievement level is present in the continuing group of students?

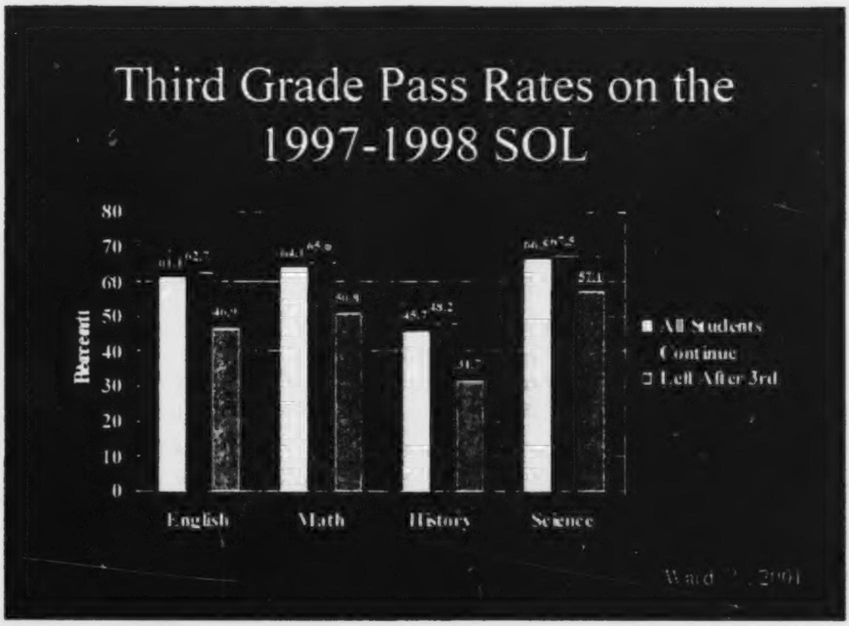
Examine and Compare Achievement

Start with district result (All students tested)

Extract continuing students

Extract students who leave

Extract new students



Third Grade Pass Rates on the 1997-1998 SOL

Ward [illegible], 2001

Tested on the Virginia State Assessment, the *Standards of Learning (SOL)* tests

Examination of percent passing in

- English
- Mathematics
- History and Social Science
- Science

Those who continue were equal to or better than the entire group tested in the third grade.

Those who exited after the third grade were less capable than the entire group tested in the third grade and those who continue.

These findings were true for all SOL subject areas.

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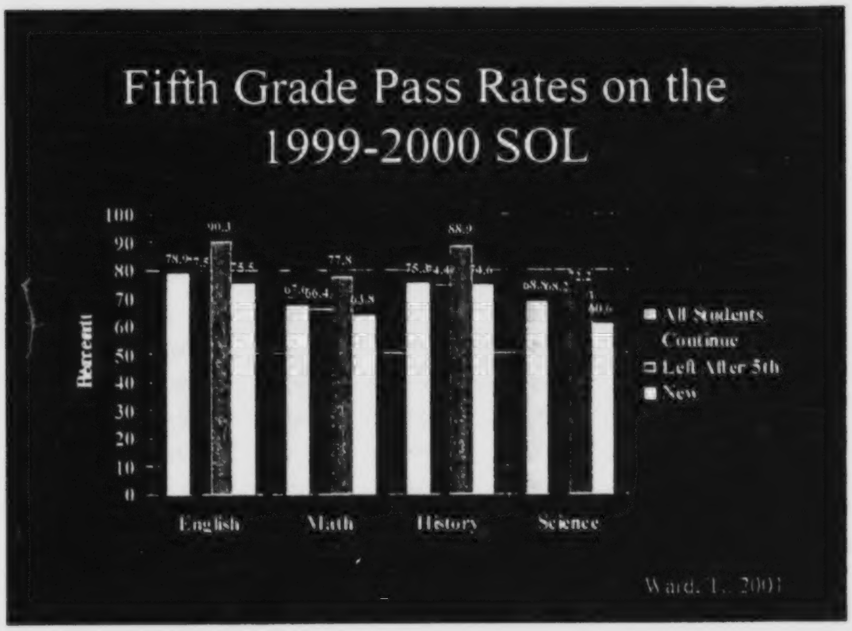


Fifth Grade Pass Rates on the 1999-2000 SOL

Ward, T., 2001

Tested on the *SOL* again

Examination of percent passing in

English

Mathematics

History and Social Science

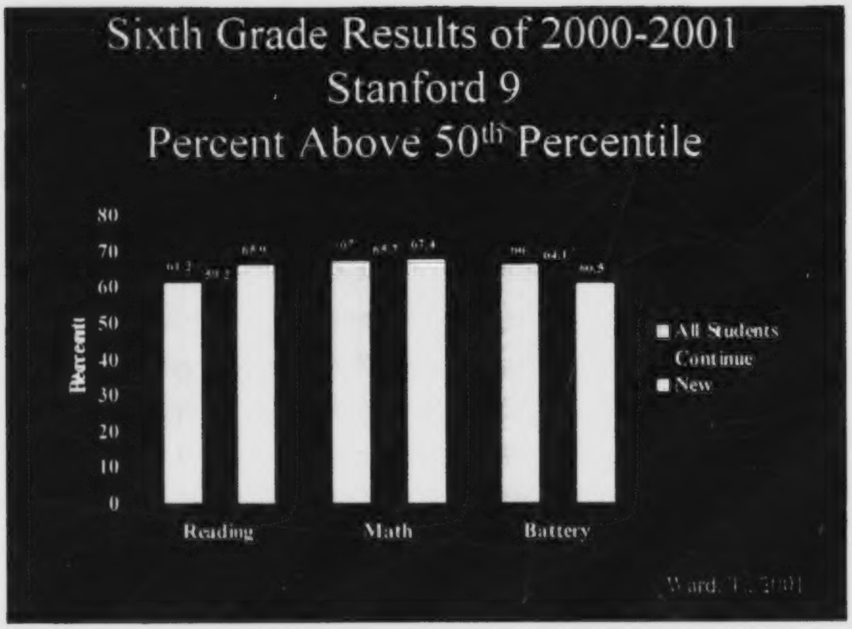
Science

Those in the continuing group were approximately equal to the entire group tested in the fifth grade.

Those who exited after the fifth grade were more capable than the entire group tested in the third grade and the continuing group.

Those who entered in the fifth grade were comparable to the entire group and the continuing group in all areas except Science. Entering students were less capable in Science.

Interesting Note: Those who left after 5th grade were the strongest students. What happened? Further analysis revealed that these students transferred to private college preparatory schools after elementary school. Such information can be valuable in understanding changes in cohort performance and determining what resources may be needed at different grades.



Sixth Grade Results of 2000-2001
Stanford 9
Percent Above 50th Percentile

Ward, T., 2001

Tested on the *Stanford 9.* (At the time of this study, *SOL* tests were not available for 6th graders and a norm-referenced test was used statewide.)

Scores available for:

- Total Reading
- Total Math
- Partial Battery

Examination of percent scoring above the 50th percentile

The continuing group is comparable to the entire group.

Compared to the entire group and the continuing group, those who entered in the sixth grade were slightly more capable in Reading, comparable in Mathematics, and less capable in the Battery.

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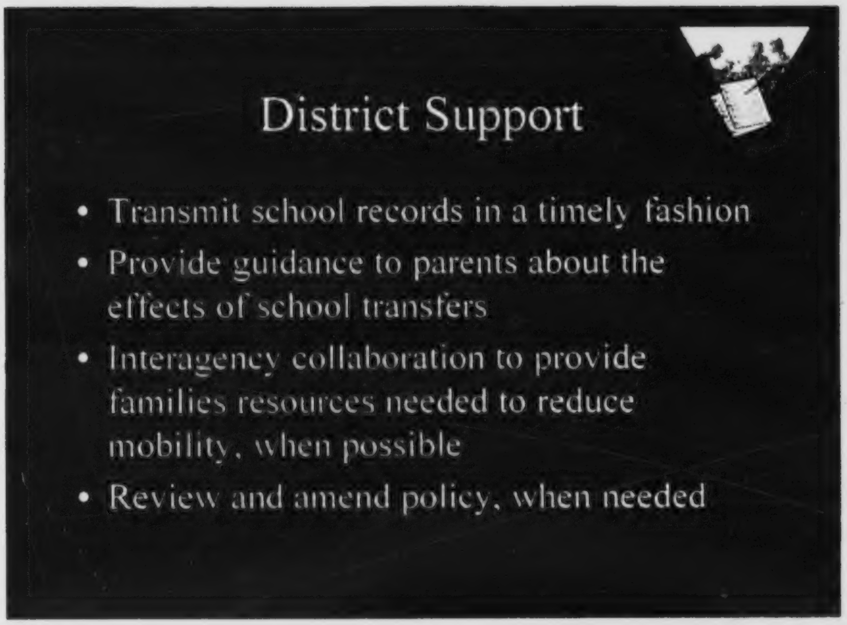


District Support

- Transmit school records in a timely fashion
- Provide guidance to parents about the effects of school transfers
- Interagency collaboration to provide families resources needed to reduce mobility, when possible
- Review and amend policy, when needed

Use fax and phone calls to initiate contacts

District (consider state support) for **parent booklet** with transfer suggestions:

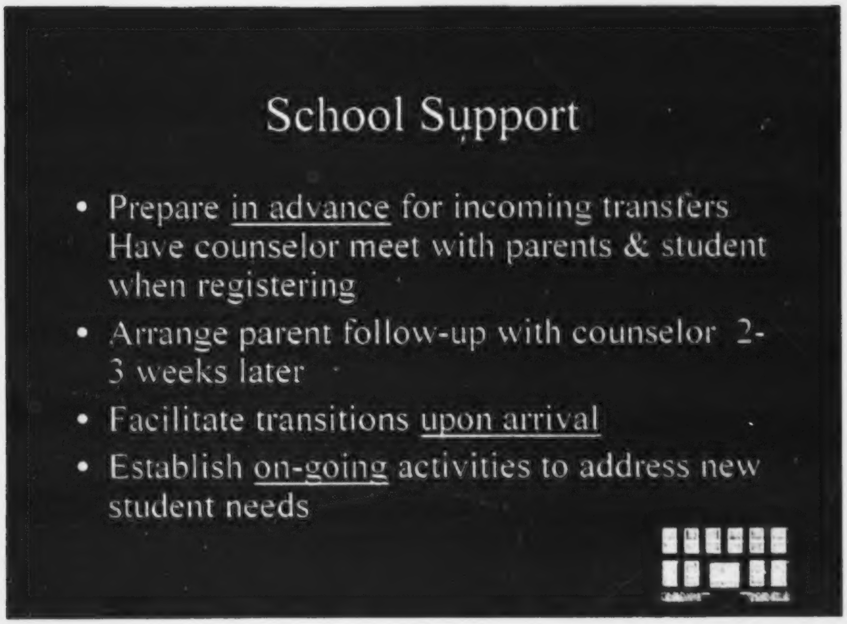
- between semesters or end of year
- parent initiates counselor contact, early visit to school
- ideas for maintaining important documents for school enrollment (e.g., NCHE Parent Pack)
- impact of transitions on social life and academics of students

Outreach to community and knowledge of resources to counter movement due to needs of families living in high poverty

Educators must be connected to the larger community - housing, social services

Issue: keep children stable

Victoria, TX: "One child, one school, one year."

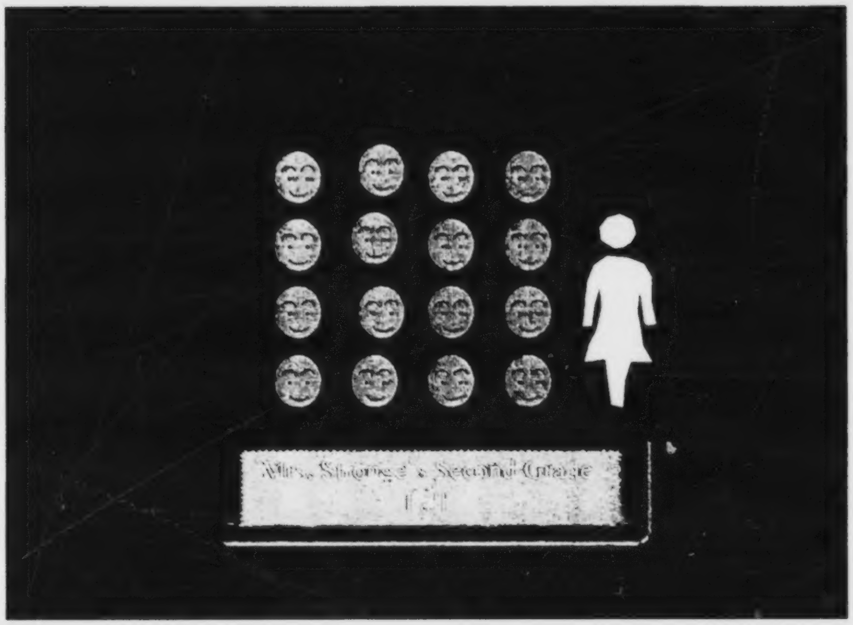


School Support

- Prepare in advance for incoming transfers Have counselor meet with parents & student when registering
- Arrange parent follow-up with counselor 2-3 weeks later
- Facilitate transitions upon arrival
- Establish on-going activities to address new student needs

Refer participants to Appendix B and Chapters 8 and 9 for school and classroom ideas.

In advance:	orientation video about the school develop short assessments (e.g., ASCD Snapshot system, CBA) create and train corps of student volunteer coaches for new students create inviting information packets, including extracurricular resources—booths at lunch encouraging new students to join
After:	new student group at lunch after hours (Saturday) parent conferencing streamlined referral process if problems/concerns arise schoolwide acquaintanceship activities/contests recruit staff and teachers to mentor new students



If classroom-level interventions are to be discussed, this format may be used to introduce the issue. The following slides simulate mobility in an actual class taught by the wife of one of the authors. Again, an aggregate of classrooms or one actual classroom from your locality could be substituted.

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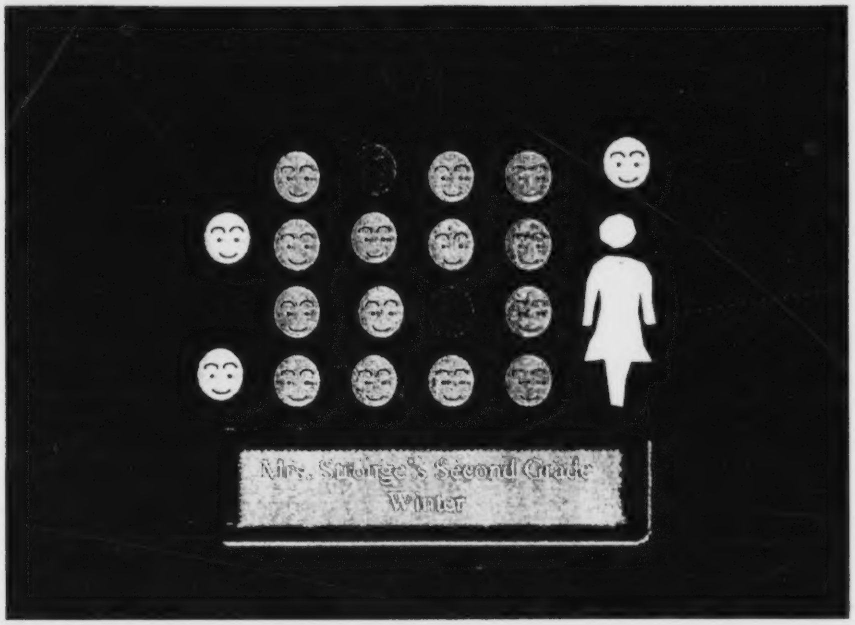
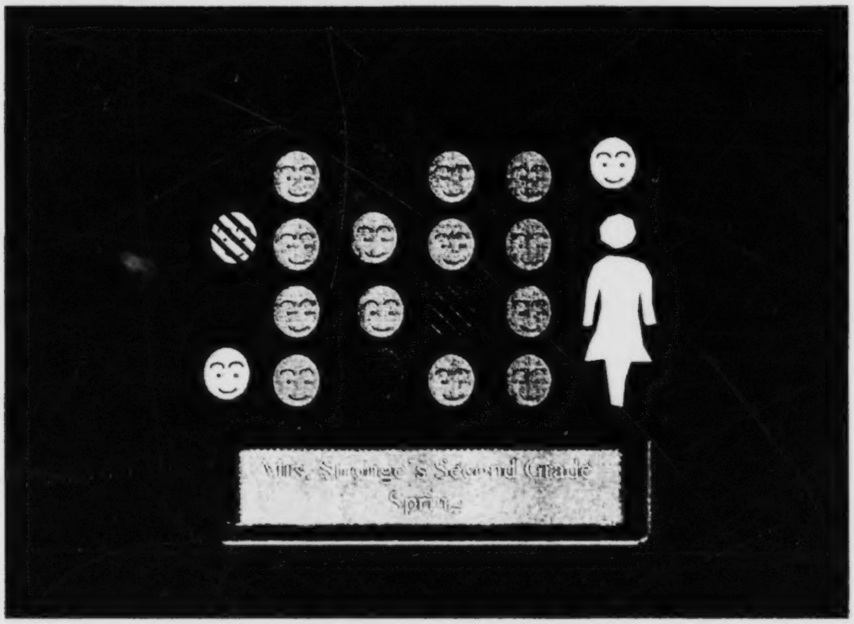


Red faces: left
Blue faces: new arrivals



Red left by winter

No new arrivals (old midyear arrivals still in blue)

Striped red - left since winter - notice one winter arrival already left

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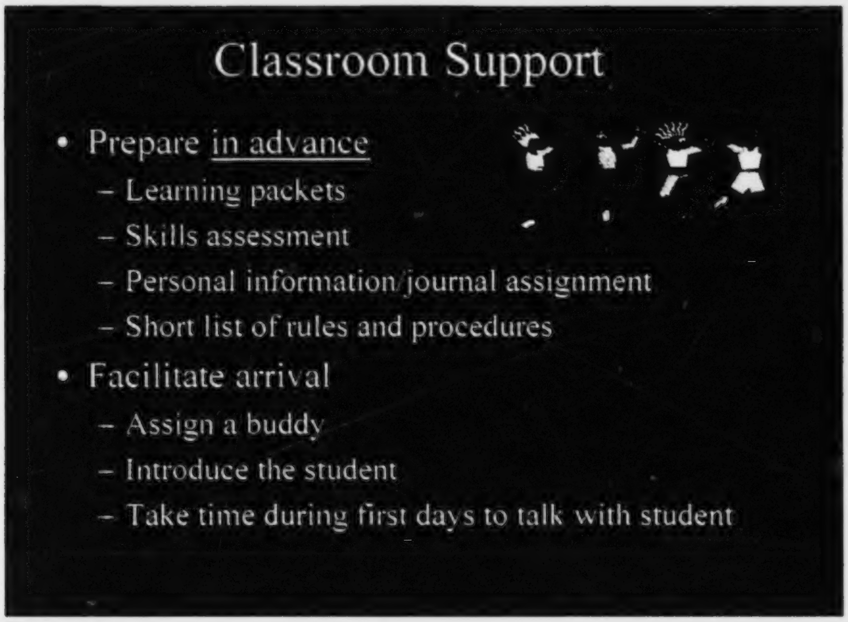
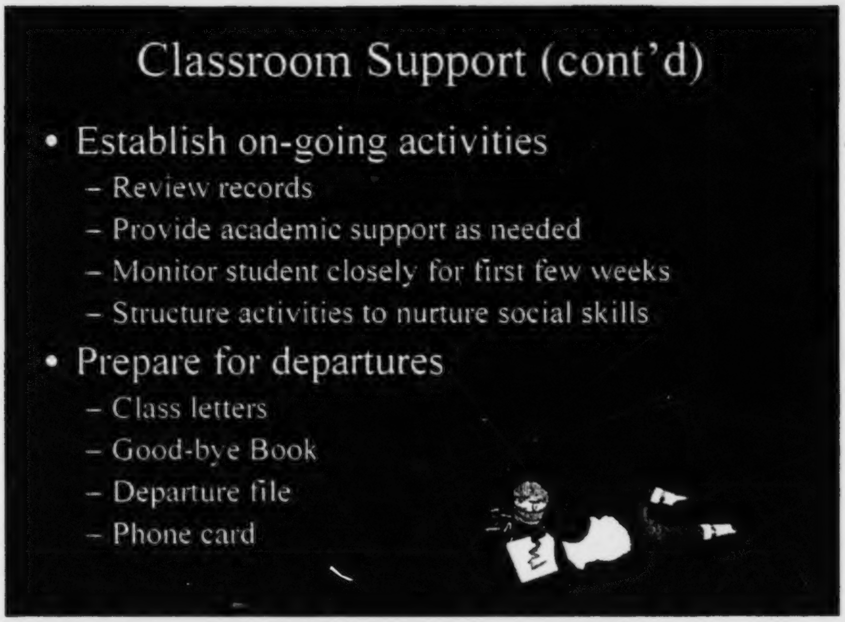


Classroom Support

- Prepare in advance
  - Learning packets
  - Skills assessment
  - Personal information/journal assignment
  - Short list of rules and procedures
- Facilitate arrival
  - Assign a buddy
  - Introduce the student
  - Take time during first days to talk with student

Most of these items are self-explanatory. Additional detail can be found in Appendix B and the Project HOPE *Tips for Supporting Mobile Students* information brief listed in the references:.



Classroom Support (cont’d)

- Establish on-going activities
  - Review records
  - Provide academic support as needed
  - Monitor student closely for first few weeks
  - Structure activities to nurture social skills
- Prepare for departures
  - Class letters
  - Good-bye Book
  - Departure file
  - Phone card

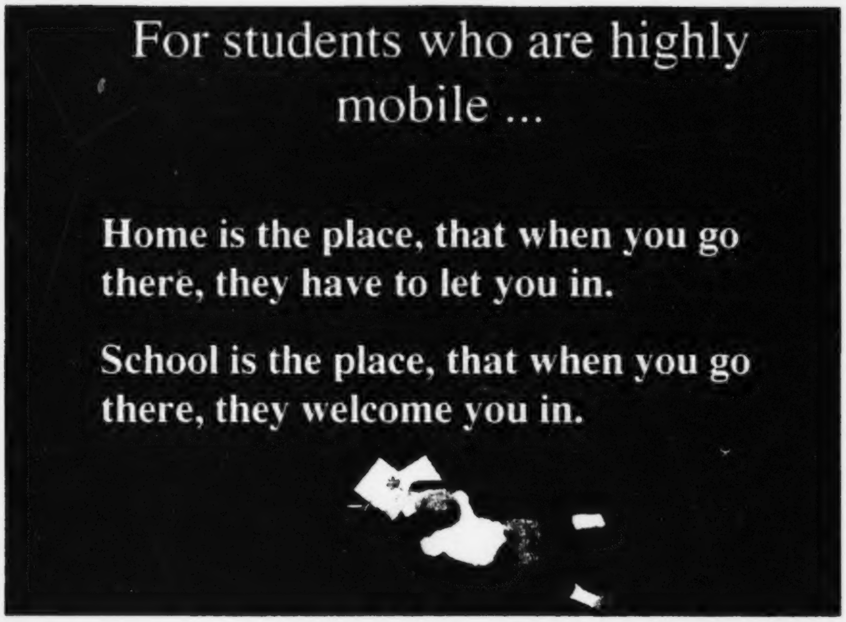
Student:____________________

Assets	Needs	Actions

Have overheads and markers for each group to record.

Participants may look at the case at the macro or micro level, depending upon their responsibilities. It would be just as important to consider policies that may be barriers or supports as to consider what will occur in the student's classroom. How to support the student's family should be considered, as well. Appendix B may be used during these discussions.

Find others with the same color paper—share your original thoughts and any new ideas generated by the presentation.
Be ready to report out briefly (about 2 minutes/group) after 10 minutes.



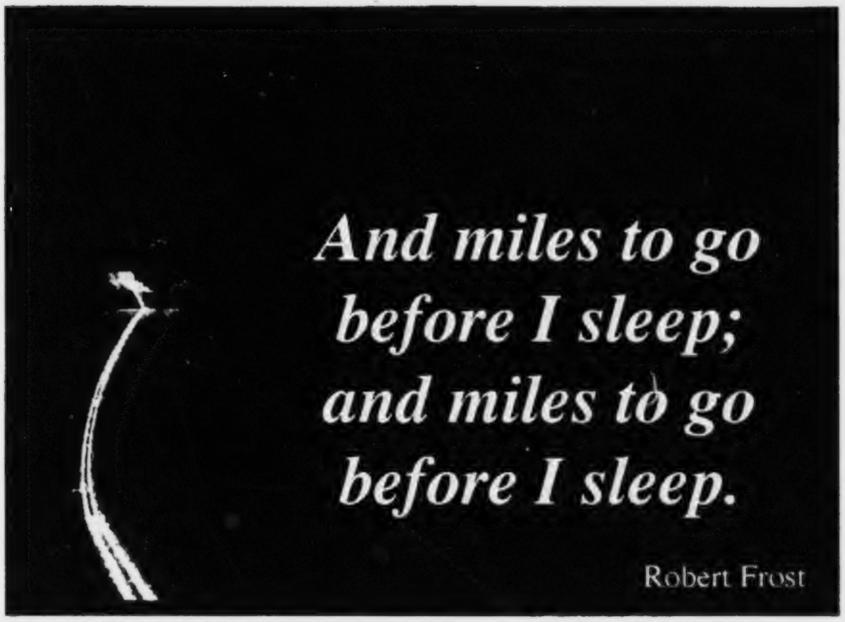
For students who are highly mobile ...

Home is the place, that when you go there, they have to let you in.

School is the place, that when you go there, they welcome you in.

Closing comments:

As educators we have a powerful potential to make life better for all our students. This is especially true for our highly mobile students.



And miles to go
before I sleep;
and miles to go
before I sleep.

Robert Frost

If strategic planning will occur, this may be introduced as the next steps on the "road."

This slide also can be used to request the support needed to pursue changes that support the highly mobile students in your community, recognizing that we still have a long way to go to reach and teach all our students.

Appendix A: Case Studies

Jerome

Jerome, a new student in a second-grade classroom, has been having trouble making friends. Lately, he has been getting into arguments with some of the more popular boys, and he has been teasing a few girls, apparently to gain attention. However, he has not succeeded in breaking into the social scene. After class one day, he says to you, "I wish I could go back to my old school."

Jerome lives with both parents and has a 9-month-old sister. His family transferred to the area when his father received a promotion to regional manager in a high-tech firm.

Given your current position, what could you do to support a "Jerome"?

Potential Assets	**Potential Needs**	**Possible Actions**

What Would You Do?

Anna

It's 2:45 Monday afternoon. The principal, Ms. Evans, calls Mr. Juarez to the office as he is packing up to rush to an afternoon class across town. She introduces him to Anna who has just arrived from Guam. Anna will spend the last seven weeks of school in Mr. Juarez's fifth-grade class. Anna's school records indicate that several child study meetings had been convened in her previous school and that the eligibility process for special education was started. There is no record of evaluations or of an eligibility meeting in the records. The parents are completing enrollment forms as he enters the office.

Given your current position, what could you do to support an "Anna" or a "Mr. Juarez"?

Potential Assets	Potential Needs	Possible Actions

What Would You Do?

Maria

Maria is an eighth-grade student in your school. Her parents are migrant workers and will be leaving the area by Thanksgiving. Maria had attended your school for a similar period of time in the sixth and seventh grades. She attends about three schools each year. Maria's parents speak little English and records indicate that Maria spoke only Spanish when she entered fourth grade. Her English has improved, but she still receives ESL (English as a Second Language) services.

Given your current position, what could you do to support a "Maria"?

Potential Assets	Potential Needs	Possible Actions

What Would You Do?

Tikia

Tikia is a five-year-old kindergarten student. She currently lives with her mother and two siblings in a nearby shelter. She rarely has supplies or homework. She is struggling to learn the names and sounds of letters. When she becomes frustrated with a task, she may either withdraw from the activity or act out by falling to the ground and yelling or hitting. Tikia's language skills are weak, and she has difficulty making herself understood. She enjoys looking at picture books and drawing and will work at the large pillow in the reading corner for extended periods of time.

Given your current position, what could you do to support a "Tikia"?

Potential Assets	Potential Needs	Possible Actions

What Would You Do?

Jason

Jason is a four-year-old in your preschool program. Jason and his mother are currently living with his grandmother in the inner city. This is only a temporary arrangement, according to the mother. Several weeks ago, they were living with an uncle, and prior to that Jason and his mother had their own apartment. Because his mother works varying shifts, Jason often isn't sure who will be picking him up in the afternoon. His mother has mentioned that she isn't sure she will be able to continue Jason in the program if she can't find an apartment of her own again.

Given your current position, what could you do to support a "Jason"?

Potential Assets	Potential Needs	Possible Actions

Appendix B

Checklist of Potential Interventions and Strategies to Support Highly Mobile Students

The strategies listed in the charts following are sorted by potential service delivery level:

- Federal and State
- Local School District/School Administration
- School
- Classroom

Examples of programs in which these strategies have been implemented are noted whenever possible, with citations to allow the reader to explore the interventions in more depth. While categorizing strategies into delivery levels provides a structure for identifying practices users may wish to consider, looking at all levels may be just as helpful in finding strategies that may be adapted to meet particular contexts.

The chart includes a rating column that allows readers to comment upon items that appear most promising. These may be prioritized or coded to rate current implementation success or items that could be added within a particular repertoire of strategies. Comparing checklists among members of a planning team could provide the springboard for further discussion and help create a plan of action tailored to specific needs.

> Sometimes we feel like we're against the wall, it doesn't matter what we do, we just don't get anywhere with a student. But we have the philosophy – never give up on them, and we don't. We persevere, we keep insisting that the family works with us and we learn from our success cases.
>
> Research participant quoted in Fisher & Matthews, 1999, p. 17 (See App. E for bibliography).

Recommendations for Policy and Practice

To avoid redundancy, a strategy may be listed under one or two common service levels where examples were available. Since the strategy may be appropriate across more levels, a review of the full list may increase the number of potential interventions that can be considered, regardless of the targeted service level.

Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
National/ State		*For a more detailed discussion of policy implications related to school mobility, readers are referred to Hartman (2002) and Rumberger, Larson, Ream, & Palardy (1999).*		
Legislation		Enforce existing legislation.	*No Child Left Behind Act*, e.g.: Title I, Part A Migrant Education Migrant Even Start *McKinney-Vento Act* Head Start *Individuals with Disabilities Education Act (IDEA)* Immigration legislation Human services: e.g., foster care and runaway youth legislation	Hartman, 2002
		Promote alignment across legislation to avoid "dueling mandates" and greater awareness of laws that support highly mobile students across agencies.	Advocate for common language and definitions across legislation (See cell above)	
		Review state legislation and policy related to enrollment requirements; advocate changes to improve access for highly mobile students.	McKinney-Vento requirement for homeless	*NCLB*, Title X, Part C
		Analyze the impact upon school mobility of welfare reform, housing support, such as HUD, and other legislation, especially when targeted to high poverty groups.	Work of the National Association of Child Advocates	Hartman, 2002

Rating Scale: **1**—We do well now; **2**—We do, but need to strengthen efforts; **3**—We might consider; **4**—We should consider a high priority; Blank—not applicable

Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
National/ State (continued)				
Funding		Fund liaisons to improve effective provision of services and ensure access and attendance.	2001 McKinney-Vento requirement for local homeless education liaisons in all school districts (Note: funding not included in legislation)	Anderson, Janger, & Panton, 1995
		Adjust funding allocation formulas to reflect the current mobility being experienced in divisions and schools.	Current funding based on enrollment in October challenges schools with high transiency after this date, especially when students have extensive needs State funding for Child Services Coordinators in homeless shelters	Hartman, 2002 Stover, 2000b Virginia Code
		Advocate for full funding of federal legislation and supplemental state funding, as needed.	Current funding based on enrollment in October challenges schools with high transiency after this date, especially when students have many needs	Hartman, 2002 Stover, 2000b
Policies and Procedures		Encourage and provide technical assistance to states and localities to evaluate the outcomes of their programs, including achievement, self-esteem, school access, and attendance.	Recent requirement to collect state achievement data for McKinney-funded programs Studies of migrant access to Title I Disaggregating achievement data	Anderson, Janger, & Panton, 1995 USDE, 2002 *NCLB*
		Establish procedures to improve record transfer across states and countries (e.g., Mexico) and consistency of data collected (including health, immunizations, and achievement information).	Migrant Student Record Transfer System 1990's Ford Foundation grant-funded "passport" (students moving between NYC and Puerto Rico)	ERIC, 1991; Hartman, 2002
		Develop memorandum of agreement between sending and receiving schools/districts/states/countries.	Result of SETS recommendations Migrant Education interstate agreements	Williams, 2002

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
National/ State (continued)				
Policies and Procedures (continued)		Foster adoption of alternative practices by balancing the creation of pressure to change through concrete data with adequate resources and support that acknowledge the professionalism of educators.	See studies of effective schools and districts in Appendix D	Knapp, Shields, & Turnbull, 1993 (pp 32-35); Skrla, Scheurich, & Johnson, 2000
		Build awareness of educational impact among housing and human services decision makers.	Include legislative Housing Study Commission Members on education mailing list	Project HOPE, 2002
		Include consideration of impact on families and children's education in housing policies; educational leaders must have a voice when housing decisions are made.	Participation of departments of education in interagency councils for homelessness and housing commissions	
		Require statewide systems to collect information on student mobility, including documentation of enrollment delays or lapses in students' education; include such data when analyzing participation and pass rates on state achievement assessments.	USDE requirement to collect achievement data from McKinney-Vento LEA subgrantees	Hartman, 2002 (from Harvard Graduate School of Education's Principals' Center)
		Include mobility data in accountability measures; analyze mobility rates in schools; identify patterns and possible causes.	California study through Rumberger et al., 1999 at Berkeley	Rumberger et al., 1999
		Allow in-state tuition policies for military service members and their families while at bases in those states; allow students to continue in-state rates when parents are reassigned; Adopt similar enrollment policies for nonmilitary families whose mobility limits their ability to establish residency requirements.	State of Washington: Army, Navy, and Air Force leadership worked with state legislature to grant in-state tuition for transient students	Williams, 2002

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
National/ State (continued)				
Interagency Collabor-ation		Utilize technical assistance centers, regional laboratories, and national and professional organizations as vehicles to discuss common issues and share strategies and resources.	NASDSE Forum—homeless students with disabilities NCHE Symposium—Title I and the homeless	NASDSE, 1999 NCHE, 2001
		In addition to outcomes, analyze the *causes* for mobility and collaborate with appropriate officials and agencies to address the root problems, (e.g., school dissatisfaction: safety, difficulty with teachers or peers, academic struggles, school-initiated changes due to discipline, attendance, achievement).	Missouri mobility study found strong correlation between high energy bills and frequent school moves; education officials worked with appropriate officials to provide more affordable energy resources	Rumberger et al., 1999 Colton, 1995, cited in Jacobson, 2001
		Encourage cooperation and appropriate sharing of information among schools, social services, and other support agencies.	Homeless service providers information sharing for Homeless Management Information Systems (HMIS)	Hartman, 2002
		Promote partnerships among educators, local and national government leaders, military leaders, business leaders, and families to reach common goals.	State of Washington: Military leadership worked with state legislature to grant in-state tuition for transient students	Williams, 2002
Training Initiatives		Design effective staff development using national organizations, regional labs, and state initiatives (see research on effective professional development).	NCHE liaison toolkit Use of Title V funds for training initiatives to support mobile students	NCHE, 2002
		Provide institutes that bring counselors and teachers working with highly mobile students together.	MCEC Global Transition Counselors Institute to ensure understanding of the needs of mobile military families	Williams, 2001
		Sponsor summits and other meetings in which national policymakers speak with and listen to state and local educators.	USDA free and reduced-lunch policy change USDE and Office of Secretary of Defense Summit—local policy changes by superintendents (e.g., enrollment requirements for K-1 in PA district)	Homeless State Coordinators meeting, March 2002 Williams, 2002

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Local School Districts (continued)				
Data-driven decisions		Use data to evaluate current policies and procedures (e.g., analyze achievement data to include changes in cohorts due to mobility; use this data as leverage to promote school and community changes that can stabilize educational experiences for children).	Example of local school district in Appendix A	Ward, 2001
		Adopt methods to determine mobility rates at the school and classroom level and leverage resources to provide the most support with the greatest turnover.	Example of a mobility index: Arriving + Departing ÷ Stable + Arriving	Heywood, Thomas, & White, 1997
		Explore the impact of residential moves, even if school changes do not occur.	Minneapolis, MN, observed adjustment challenges after moves, even when there was no change in school or classroom	Family Housing Fund, 1998
		Establish a procedure to contact the family and maintain documentation of such contacts if a student is absent for several days without notifying the school.	Transportation, truancy, and homeless education liaisons share information systematically.	
		Hold schools accountable for documenting causes for mobility; support schools in resolving school problems that increase mobility.	Collaborate with local university to collect and analyze data. Statewide example: PACE study in California	Rumberger et al., 1999
District and community policies		Revise policies to decrease school-generated mobility (issues of safety and student success that lead to transfers).	Victoria Independent School District, TX, KIDZConnection	Jacobson, 2001 Hartman, 2002; Stover, 2000
		Develop district policies that align with legislative requirements for mobile student populations; include other transient student groups in formal policies and procedures.	Chicago "Staying Put" Initiative Moffitt Elementary School	Stover, 2000 Beck, Kratzer, & Isken, 1997
		Promote school board commitment to increase community awareness of mobility by educating local policymakers about the need for safe, affordable housing.	Rochester, NY	Schuler, 1990, cited in Heinlein & Shinn, 2000

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Local School Districts (continued)				
Policies (continued)		Incorporate proactive attendance policies and practices with special attention to families who have moved or experienced homelessness.	Integrate transition policies among neighboring school districts	Family Housing Fund, 1998
Transportation		Encourage development of policies that support the concept of "one student, one school, one year."	Victoria Independent School District, TX, KIDZConnection	Jacobson, 2001
		Adopt flexible busing policies.	Chicago, IL; Collier County, FL; St. Louis, MO; Fort Wayne Community Schools, IN, reroute buses to maintain school of origin	Vail, 1996
		Develop policies and procedures to transport children across school district lines when determined to be in the student's best interest.	McKinney-Vento requirement to maintain school of origin Victoria Independent School District, TX	*NCLB* Jacobson, 2001
Record Transfer		Track students who move; if a student leaves without notification, have records prepared for rapid transmittal when requested.	Migrant Student Transfer System	ERIC, 1991
		Use computer technology to track student records.	New Generation System (migrant academic records data base)	Stover, 2000b
		Allow families to hand-carry school records, or e-mail, or fax them.	Moffitt Elementary School	Williams, 2001
Resource Allocation		Leverage resources to provide greatest support with greatest turnover.	Assign additional counselors, social workers, and teachers to schools with high mobility, as needs are identified	Heywood, Thomas, & White, 1997
		Provide educational staff to monitor attendance, facilitate school supply drives, and connect with business and community organizations.	Dallas, TX Victoria Independent School District, TX	Stover, 2000b Varlos, 2002 Lozano & Castellano, 1999 Martinez & Velazquez, 2000

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Local School Districts (continued)				
Resource Allocation (continued)		Provide additional teachers to reduce class size in schools with the highest mobility rates.	Gwinnet County, Georgia	Stover, 2000a&b
		Use federal funds to provide supplemental services.	Schoolwide Title I programs allow support from federal funds for all students in the school, including those facing mobility	*NCLB*
Family Support		Provide family guidance on effects of school transfers and potential negative effects.	Osceola, FL Chicago Staying Put	Varlas, 2002 Chicago Panel, 1996
		Provide parent or community liaisons to provide outreach to families; establish system for case management with networks of support.	Migrant outreach workers Minneapolis, MN	Title I, Part C Family Housing Fund, 1998
		Establish community homework centers with tutoring, parent resources, and free snacks in shelters, motels, and subsidized housing.	Family Connection, TX Parklawn Elementary: Alexandria, VA	Hartman, 2002; Stover, 2000 ASCD, 2002
		Involve young children in preschool initiatives, such as Head Start.	Chicago Longitudinal Study: early intervention increased kindergarten achievement with fewer school moves and greater achievement by eighth grade	Temple & Reynolds, 1999
		Develop "parent packs," to help families maintain records needed for new enrollments; encourage student and family to maintain schoolwork portfolios.	NCHE Parent Pack Chicago brochure: *Don't Leave Home Without It*	Varlas, 2002 Chicago Panel, 1996

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Local School Districts (continued)				
Family Support (continued)		Modify pack for older youth: include applications or actual documents for: birth certificate, state ID or driver's license, Selective Service registration, resumé, community resource guide, case history, known family medical history, Social Security card, voter registration card, school records, Medicaid card, medical records, and dental records.	Foster care workers create such student portfolios to assist youth aging out of foster care	Grayson, 2003
		Identify student academic needs and leverage funds to provide support in creative ways that facilitate high participation rates: outreach within the community, evening classes, summer school, block scheduling with intercessions that allow for enrichment and remediation without long breaks from school.	High school migrant education program (e.g., ESCORT)	Family Housing Fund, 1998 Stover, 2000b
Interagency Collaboration and Community Partnerships		Work with businesses to encourage thoughtful relocations of employees that allow delayed moves for high school seniors to complete the year.	The military considers the graduation of children when making assignments and transfers	NSBA, 2002
		When businesses or military posts with high mobility are located in the school district, invite liaisons to serve as non-voting members of the school board and suggest that businesses employ a liaison to provide families with introductory school information (e.g., school calendars, graduation requirements).	Lawton, OK, school district and Fort Sill	NSBA, 2002
		Have social services pay rent directly to landlord rather than tenants to reduce moves to avoid nonpayment of rent.	Apartment Owners Association of Rochester, Inc.	Schuler, 1990, cited in Heinlein & Shinn, 2000
		Conduct an advertising campaign that encourages landlords to reduce turnover by maintaining their buildings and utilizing longer-term leases.	Apartment Owners Association of Rochester, Inc.	"
		Have leases that align with school calendars.	Apartment Owners Association of Rochester, Inc.	"

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Local School Districts (continued)				
Interagency Collaboration and Community Partnerships (continued)		Have landlords post notices of schools in their attendance area for residents and share awareness of documents regarding school moves	Parents, educators, students, social services, and politicians collaborated to reduce districtwide mobility 38% (44% in one elementary school)	Family Housing Fund, 1998 Jacobson, 2001
		Establish a volunteer office where landlords and residents can mediate disputes; volunteers can assist families in locating new residences in the same attendance area when the decision to move is still preferred by the family.		Temple & Reynolds, 1999
		Encourage schools to employ marketing strategies to increase community commitment. Members of the community who spend time in the schools have more positive perceptions of that school.	Vote on emblems and school mascots; advertise and celebrate the services the schools provide to their students and families	Vail, 1996 (strategies developed by Schuler)
		Have LEA representatives serve on local HUD continuums of care (CoC).	In some localities, local homeless education liaisons are included	Popp, Hindman, & Stronge, 2002
Review and Adjust Curriculum		Develop short-term self-study courses for credit to cover curricular requirements students miss during transitions; accept comparable coursework from prior schools (e.g., state history from another state).	Lawton Public Schools, OK	NSBA, 2002
		Adopt curriculums that are transportable and still yield high school credit.	PASS—Portable Assisted Study Sequence for migratory secondary students	Perritt, 1997
		Offer courses that can be accessed via technology, such as web-based courses or distance learning.	Algebra Across the Wire developed by the University of Texas at Austin	Perritt, 1997 Stover, 2000a
		Consider the viability of year-round schooling.	Santa Ana and Anaheim, CA Anaheim, Hoover Elementary had 4 cycles of classes	Vail, 1996

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Local School Districts (continued)				
Review and Adjust Curriculum		Provide multi-age classrooms.	Northwest Elementary School, FL	
		Coordinate curriculum, synchronizing across the district.	Osceola, FL	Varlas, 2002
			Victoria Independent School District, TX	Stover, 2000a
		Make curriculum available as distance learning; explore use of technology.	University of Texas at Austin	Stover, 2000a
		Support a controlled curriculum that is accepted in many localities.	International Baccalaureate (IB) Program	
			East Hartford, Connecticut	Vail, 1996
Provide Technical Assistance		Provide professional development to develop effective educational strategies.	Project HOPE - Virginia outreach through conference presentations and seminars	Morse, 1997

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School				
Advanced Preparation: *Formal Procedures*		Establish routines to make transfers less disruptive. • Involve faculty and staff in developing procedures. • Provide training to faculty and staff. • Systematize procedure review and revision.		
		Plan extra sections for required courses to accommodate anticipated transfers during the year.		Rumberger et al., 1999
		Consider options for high school students that enroll late in the year such as enrolling without credit and retaking the course next semester or assigning an independent study for students who arrive very late in the year.		Rumberger et al., 1999
		Consider "looping" as an option to maintain student-teacher relationships over 2-3 years to increase consistency.		Fisher & Matthews, 1999
		Assign newly enrolling mobile students *briefly* to a short-term "transition" or "welcome" classroom to assess their needs, acclimate them to the school, and begin providing services.	Moffitt Elementary, Lennox, CA	Stover, 2000 Fisher & Matthews, 1999
		Develop brief student assessments. In addition to providing a quick assessment for new students, the measures may be useful as preassessment tools for all students.	Teachers may work in teams to identify and/or develop assessment measures that align with curriculum at each grade level.	
		If mobility is prevalent in the school, include topical presentations during staff meetings; create a committee to explore the issue and identify problems.		
		Evaluate effectiveness of interventions by monitoring attendance and mobility rates.		Fisher & Matthews, 1999

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School (continued)				
Advanced Preparation: *Awareness*		Build faculty awareness of the communities in which their students reside: • Bus tours • Home visits—try to contact every family and interact in informal, nonconfrontational ways • Community speakers at faculty meetings	Migrant programs in Texas and Illinois	Lopez, Scribner, & Mahitivanichcha, 2001
		Ensure counselors have training to advocate for entering students.	Transition counselors for military families work with coaches to allow entry midyear	Williams, 2001
		Identify shelters, hotels, motels, and other housing in the community that serve highly mobile families. Establish relationships with staff; conduct regular meetings to discuss common issues and challenges; maintain contact by sharing newsletters, announcements, calendars, etc; have school staff visit housing and have housing personnel visit the school.	Broward County	Carter et al., 2000
Staff Support		Employ a teacher assistance team model to generate more strategies to meet individual student needs. Include teachers, counselor, school psychologist, and family members.	Moffitt Elementary, Lennox, CA	Beck, Kratzer, & Isken, 1997
		Create Resource Teachers' Team: Include district representative to support new teachers, as well as the principal, teachers, curriculum specialists, and special educators.	Moffitt Elementary, Lennox, CA	Beck, Kratzer, & Isken, 1997
		Adopt Instructional Support Team (IST) Model to provide quick and ongoing assessments of mobile students and strategies to prevent unnecessary special education referrals.		Rosenfield & Gravois, 1996*** need to find cite
		Keep faculty abreast with current and emerging research • Have new teachers and student teachers share new strategies being studied in their coursework • Collaborate with researchers in Action Research studies	Moffitt Elementary, Lennox, CA	Beck, Kratzer, & Isken, 1997

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School (continued)				
Advanced Preparation: *Family Outreach*		Institute a school-based Welcoming Steering Committee with administrator, support person (e.g., counselor, psychologist), teacher, volunteer coordinator, office staff representative (e.g., secretary), and several parents.		UCLA, 1997
		Create a welcoming school climate and cultural respect; create an inviting atmosphere.		Morse, 1997 Fisher & Matthews, 1999
		Provide maps with color-coded directions, labels, and symbols.		Morse, 1997
		Create a video welcoming families: include a "virtual tour" of the school and brief introductions of faculty and staff; review important schoolwide policies and procedures.	• Translate the video into the languages most often encountered at your school • Have high school students learning technology or providing service-learning develop video • Provide a private, comfortable area to view video for families without access to a VCR at home	Morse, 1997
		In elementary schools, develop a coloring book with the same content as the video. Be sure to include a pack of crayons with the welcome package.		Morse, 1997
		Consider the possibility of conducting home visits between school personnel and families.	Broward County	Carter et al., 2000
		Establish home reading programs in the community; donate books for families to share with their children.	Broward County	Carter et al., 2000
		Provide volunteer or funded tutoring programs where the children and youth live; establish procedures to ensure communication between tutors and teachers.	Broward County Parklawn Elementary, Alexandria, VA	Carter et al., 2000 ASCD, 2002

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School (continued)				
Advanced Preparation: *Family Outreach* *(continued)*		Conduct seasonal clothing and school supply drives. Work with school nurses, social workers, and PTAs.	Broward County	Carter et al., 2000
		Provide health care, food, clothing, and personal counseling.	Wrap-around schools	Fisher & Matthews, 1999
		Assist in locating safe, affordable housing.	Homeless education liaison collaborating with Continuum of Care	Popp, Hindman, & Stronge, 2002
		Provide education classes for parents (e.g., GED, ESL, computer training).	Migrant education programs; Head Start; Even Start	Fisher & Matthews, 1999
		Support efforts to strengthen families through comprehensive assessments, counseling when needed, parenting classes, and school-sponsored student-family activities.	"Family camps" which encourage creative, active participation among family members	Fisher & Matthews, 1999
		Sponsor multi-age cultural programs that include family members in planning, execution, and participation.	Migrant cultural programs with liaison involvement	Fisher & Matthews, 1999
		Employ former new family members to act as "liaisons" for arriving families.	Migrant liaisons	Fisher & Matthews, 1999
Resource Leverage		Encourage personnel with funding savvy (i.e., the ability to acquire funds and manage them, including grant-writing skills, project knowledge, and the knowledge of effective data collection, evaluation, and presentation of such information to leverage new funding.	High-achieving high-poverty middle school in southeast Georgia	Trimble, 2002
		Use funds to provide teachers with release time for professional development and team planning.	Moffitt Elementary, Lennox,CA	Stover, 2000
		Access federal nutrition programs during the summer through the Summer Food Service Program.		Food Research and Action Center (FRAC)

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School (continued)				
Advanced Preparation: *Student Supports*		Provide academically focused before- and after-school programs available to all students, using teachers from the school.	(Programs extend school day for parents in job training or looking for employment, reducing stress of finding child care)	Fisher & Matthews, 1999
		Support personal development by providing schoolwide social skills training and after-school clubs.	Schoolwide positive behavioral supports programs such as PAR	Fisher & Matthews, 1999 Up to PAR
		Nurture affiliations with community programs such as the YMCA and Boys and Girls Clubs to increase ability to provide before- and after-school programming.		Fisher & Matthews, 1999
Support Upon Arrival		Have counselors meet with parents and student when registering. The personal contact provides a welcome to the family and an opportunity to start identifying needs through an informal conversation.	Moffitt Elementary, Lennox, CA, has an intake policy which includes a 45-60 minute interview with parents to learn about the student's educational background	Jacobson, 2001
		Welcoming packets; meet & compile family histories.	Moffitt Elementary, Lennox, CA	Jacobson, 2001
		If needed, expedite enrollment in free and reduced-cost meal programs.	Note new USDE procedure for homeless	Popp, Hindman, & Stronge, 2002
		Arrange parent follow-up with counselor 2-3 weeks after enrolling. Questions often arise after student begins school. Some parents may be reluctant to contact the school with questions. A positive contact several weeks after enrolling can open the door to clarifying information for families.		
		Supplemental counseling—apply for counseling grants to provide one-to-one counseling to students with the greatest needs.	Moffitt Elementary, Lennox, CA	Jacobson, 2001
		Establish new-student lunch groups; organize teachers and counselors willing to provide after-school support to families, including counseling and tutoring to students.		Rumberger et al., 1999

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School (continued)				
Support Upon Arrival (continued)		Train student volunteer coaches to orient new students. Such volunteers can be helpful in building community and can be developed as a buddy system at the classroom or school level.	MCEC recommends a lunch partner to address the number one concern identified when they surveyed schools	Williams, 2001
		Establish activity booths at lunch; ensure access to clubs and sports, when possible, throughout the school year; encourage student participation and identify means to reduce barriers to after-school participation (involvement in extracurricular activities is correlated with higher achievement and stability).		Rumberger et al., 1999
		Provide personalized instructional supports through computer labs, instructional aides, parent volunteers, or teachers as tutors.		
On-going activities: *Student Outreach*		Conduct schoolwide acquaintanceship activities/contests. Principals and counselors may have "New Kids on the Block" lunches as an optional activity for new students. Have information booths at lunch staffed by students to explain extracurricular activities. Have a "welcome party" for new students and a "good-bye party" for those who are leaving.		
		Have a "back up" procedure for students who may not be able to participate in special school events due to lack of transportation, additional expense, or appropriate clothing.	Broward County	Carter et al., 2000
		When a disability is suspected, ensure collaboration with families: • Obtain written permission for assessment. • Expedite referrals and eligibility procedures. • When a student is identified for special education, include the family actively in identifying goals and sharing information about the student.* • make referrals, assess, and place quickly; consider cultural and linguistic differences during testing.	*Questions to Solicit Family Input: • What do you know about (student)? • What are your hopes and dreams for (student)? This year? In 5 years? • What will it take to achieve these? • What does s/he need to learn and be able to do? • What do we need to do to help? (strategies, supports) • How will we measure progress?	Korinek & Popp, 2001 Lozano & Castellano, 1999

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School (continued)				
On-going Activities: *Family Outreach*		Obtain contact information for families and others who may be available to serve as intermediaries when contact is difficult (e.g., living in a car or having no phone).		Girls and Boys Town Newsletter, Fall/Winter 2002
		Keep families updated on your school safety plan.		"
		Try to get families into the school building regularly; recruit parent volunteers to help with classroom projects.		"
		Inform parents of challenging behavior patterns and how you are supporting the student.		"
		Provide information on ways to help with homework.		"
School Personnel Collaboration		Department or grade-level teams		
		Assistance teams and consultation		
		Team teaching or co-teaching		
		Consultation		
		Paraeducators		
Community Collaboration		Community agencies (e.g., social services, mental health, HUD Continuum of Care)		Lozano & Castellano, 1999
		Nonprofit organizations (e.g., Salvation Army, Red Cross)		"
		Civic groups, churches, sororities and fraternities, retired citizens		"

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
School (continued)				
Establish procedures for departures		Consider an incentive system to ensure textbooks are returned.	Offer free children's book or coupons donated by local restaurants	Rumberger et al., 1999
		When possible, provide leaving students with an opportunity to visit their class and say "Good-bye." This allows for closure for the class and student.		Chaika, 1999
		Schedule older youth into credit-earning courses that provide skills and knowledge needed for graduation.		Morse, 1997

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Classroom				
Prepare in advance		Take advantage of opportunities to learn more about the types of mobility your students are experiencing and what resources can support their success in school.		
		Establish a checklist for welcoming a new student: • extra name tags, labels, books, cubby, desk, extra sets of materials • portfolio outline	Emerson Elementary	Baldukas et al.
		Have classroom "starter kits" which might include: • personal information survey • interest inventory • short list of rules and procedures		
		Maintain "learning packets": extra copies of materials for units being studied that will assist students and families who arrive in the middle of a unit of study.		Stover, 2000b Rumberger, 1999
		Implement curriculum-based assessment, curriculum-based measurement, and instructional assessment.	See assessment component of the Instructional Support Team model Informal Reading Inventories	Gravois & Gickling, 2002
		Involve all students in class in determining what the welcoming process will be for new students.		
		Plan curriculum integration with academic standards or service-learning requirements to increase student awareness of issues faced by many mobile students, including poverty, homelessness, and migratory work.	Curricula and children's books can be found via the web (list several here) See Appendix C	

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Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Classroom (continued)				
Facilitate arrival		Connect with students: As Goethe has been quoted, "We learn only from those we love." (Dr. Blondean Davis, Supt. of Chicago Schools, 2001 NAEHCY Conference).	Resource: *Connecting With Students*—short, teacher-friendly book with simple tips to build relationships	Mendler, 2001
		Take time during the first few days to chat informally with the student.		
		Stop instruction for a few minutes to recognize, introduce, and welcome new students.		
		Assign a buddy, "student guide," classroom, or school ambassador.	Moffitt Elementary, Lennox, CA	Stover, 2000b
		Understand the difference between willingness and capability: work with families based on their potential to support their children's learning and respect the skills they bring to raising their families; listen to families and let them express their dreams and goals for their children.	MEP	Martinez & Velazquez, 2000
		Employ anthropological methods such as ethnographic interviewing to increase understanding of students' families and cultures; develop instructional bridges between school content and the culture and "ways of knowing" employed by the family.	Funds of Knowledge for Teaching (FKT)	U.S. Department of Education, 1995
		Identify needed academic services and assist in expediting the provision of those services.		
Establish on-going activities		Use multimodal activities: art, music, verbal, mathematical, logic, inter- and intrapersonal skills, and physical movement.		Morse, 1997
		Use cooperative learning groups.		"
		Use constructivist strategies that develop thinking skills.		"
		Employ the language-experience approach.		"

Rating Scale: **1**—We do well now; **2**—We do, but need to strengthen efforts; **3**—We might consider; **4**—We should consider a high priority; Blank—not applicable

Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Classroom (continued)				
Establish On-going Activities (continued)		Respect the confidentiality of a student's living situation.		
		Review student's prior records.		
		Include new students in classroom jobs.	Emerson Elementary	Baldukas et al.
		Use task analysis to break assignments into smaller segments that can be completed in short time periods.		
		Limit homework assignments or provide alternative times for homework completion, including homework support (e.g., early morning or after-school programs).		
		Monitor students' work closely during the first few weeks in your class. Anticipate and address regressions when they occur.	Broward County, HEP	Carter et al., 2000
		Structure activities to nurture social skills; integrate survival skills into the curriculum (e.g., listening, following directions, requesting assistance, self-esteem).	Broward County, HEP	Carter et al., 2000
		Provide a stable, structured environment; strive for a consistent daily schedule; establish clear rules and procedures and teach them explicitly.	Broward County, HEP	Carter et al., 2000
		Incorporate effective transition strategies when moving from one assignment or lesson to another.		
		Provide personal security, including a safe spot for personal possessions.	Broward County, HEP	Carter et al., 2000
		Don't take away belongings as a disciplinary measure.	Broward County, HEP	Carter et al., 2000
		Allow students vehicles for expressing fears; work with school counselors and art therapists.	Broward County, HEP Transitions, Inc., VA	Carter et al., 2000

Rating Scale: 1—We do well now; 2—We do, but need to strengthen efforts; 3—We might consider; 4—We should consider a high priority; Blank—not applicable

Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Classroom (continued)				
Establish On-going Activities (continued)		Reframe mobility as an opportunity to experience new places and meet new people; celebrate travels, when possible.	DoD Dependent Schools Broward County, HEP	Carter et al., 2000
		Maintain a portfolio of teacher- and/or student-selected work that represents the student's highest-quality work.	My Best Yet Folder	Chicago, Staying Put
		Create a "mini homework station" for students who don't have an established homework space (e.g., sturdy cardboard box with basic supplies and a clipboard).	Broward County, HEP	Carter et al., 2000
		Have extra nutritious snacks for any students who cannot bring a snack to school or forget; consider options for providing birthday goodies for children who cannot bring their own, if this is a tradition in your classroom, or adopt a process for birthdays that integrates academics and can be incorporated into classroom activities for all students.	Emerson Elementary	Baldukas et al. Chaika, 1999
		Provide a dramatic play area for students to role-play moving activities such as packing and unpacking.		Chaika, 1999
		Be sensitive when requesting that students bring something to class from home—provide alternatives in such assignments to prevent students from feeling embarrassed if they lack the requested items.	Emerson Elementary	Baldukas et al. Chaika, 1999
Prepare for Departures		Maintain a departure file. Acknowledge that a student's stay may not be permanent. Begin a portfolio of a student's best work and include information that will assist the next teacher in providing effective instruction.		Carter, 2000
		Help parents collect required materials to facilitate a move (health records, report cards, sample work, IEPs, birth certificate, social security number, etc.).	NCHE Parent Pack	Popp, Hindman, & Stronge, 2002
		When student leaves, connect via email; free email accessed through public libraries allows families to maintain contacts.	Suggestion from teacher participant at a conference presentation	

Rating Scale: **1**—We do well now; **2**—We do, but need to strengthen efforts; **3**—We might consider; **4**—We should consider a high priority; Blank—not applicable

Service Level/ Category	Rating	Strategy	Implementation Example(s)	Citation(s)
Classroom (continued)				
Prepare for Departures (continued)		Create a "Good-bye Book" with letters, photos of class activities, and sample work. It can be simple with papers stapled together or more elaborate with special paper and binding. Present at a farewell party, or have students share their thoughts verbally, if time is limited or writing skills have not yet developed.	Emerson Elementary	Baldukas et al. Chaika, 1999
		Have classmates write letters to the departing peer. Even if the student leaves unannounced, write the letters and store them with the student's records so the notes can be delivered when records are collected.	Emerson Elementary	Baldukas et al. Chaika, 1999
		Provide a phone card to a departing student.	Suggestion from former teacher shared during conference presentation	
		Have students in class who have moved in the past share their experiences.		Chaika, 1999
		Provide a moving student with time to develop a list of questions about the new school; call the school to obtain the answers in advance.		Chaika, 1999
		Read a book about moving (several are listed in Appendix C).	*Let's Make a Move!*—coloring activity book by Beverly Roman	Chaika, 1999 See www.branchor.com

Note to reviewers: Blanks in "examples" and "citations" may reflect suggestions informally identified or developed by the authors while compiling this resource. Where citations exist but no example is included, the author recommended the activity but did not give a concrete example of it in action. This table will be continually updated as additional information becomes available.

Rating Scale: **1**—We do well now; **2**—We do, but need to strengthen efforts; **3**—We might consider; **4**—We should consider a high priority; Blank—not applicable

Book Talk
The Secret Circle

Schenker, D. (2000). *The secret circle*. New York: Random House. ISBN: 0375803548

Description

This 168-page chapter book is appropriate for literature circles and independent reading for book reports. Appropriate for intermediate elementary grades and middle school (ages 9-12).

Summary

Jamie has lived in a university town most of her life. When she was young, her parents got a divorce. Her mother opened a catering business and worked long hours to support Jamie and her brother, Gus. Jamie just started sixth grade at a private school and is having trouble making friends. She feels very alone and her friends from her old school are simply not around anymore. Jamie learns of a secret society in the school and sees it as a way to belong. She discovers that she does not want to be a part of the clique and forges her own relationships by being a library assistant, something she did at her old school, and by helping a neighbor with his honey hives. The book's ending is a cliffhanger. Jamie develops a relationship with her neighbor, stands up for what she thinks is right, and finds the door to friendships is open.

Classroom Connection

When using the book, the teacher could focus on one of the following themes:

- New kid at school
- Death
- Sibling relationship
- Single parent household
- Moral dilemmas

If using the book in a class, consider using a JIGSAW* cooperative group set-up. The home group has one person who focuses on each theme. The groups then separate into expert groups, to talk about specific aspects of the story related to a particular theme. Students later rejoin their home group and can discuss the book with enhanced perspectives.

Guiding questions and student roles are recommended to facilitate the process. Have students share with each other how the book relates to everyday life. What do the students have in common with Jamie? What does the book teach the student about the various themes? For example, when reading for the new-student-at-school theme, ask students to relate to the character of Jamie. Consider why she was not able to make friends easily. What could Jamie have done to make friends? What could her classmates have done to make her feel a part of the group?

A decision-making chart may be a useful tool for students discussing this book. The chart lists possible options and the pros and cons of each to assist in selecting reasonable solutions and their potential outcomes. A sample chart that could be expanded or adapted follows. The number of options to be generated and the number of pros and cons for each option can be tailored to the skill level of the students.

Sample Decision-Making Chart

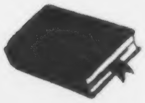
Situation Summary:		
Possible Options:	Pros	Cons
1.	+ +	- -
2.	+ +	- -
Final Decision:		
Reasoning for selection:		

Have students write a sequel to the book using the author's ending as the beginning of a new story. The book ended by saying, "She would venture out again, but Jamie knew where she fit in for now." In the sequel, students could address how Jamie ventured out, what happened, and what Jamie felt.

*JIGSAW works by assigning students as members of two or more different groups. The term jigsaw refers to the type of puzzle. Picture having several identical puzzles but painted different colors. The home group must put the puzzle together using only their color. The expert groups have the same shape pieces, but the pieces reflect the colors needed for the home groups. Students work in expert groups to become knowledgeable about one aspect of the book (one puzzle piece shape). It is their job to bring that knowledge back to the home group and share it. When the home group has heard the material presented by various expert perspectives, they should be able to "see" a richer picture (the whole puzzle). In addition to being a strategy for this book, various cooperative group activities can be effective when trying to include new students in classes. For more information on this and other cooperative group strategies, the reader may wish to consult:

Slavin, R. (1986). Small group methods. In M. Dunkin (Ed.), *The international encyclopedia of teaching and teacher education* (pp. 237-243). Elmsford, NY: Pergamon.

Kagan, S. (1992). *Cooperative learning: Resources for teachers*. San Juan Capistrano, CA: Resources for Teachers.



Book Talk

I'm New Here

Howlett, B. (1993). *I'm new here*. Boston: Houghton Mifflin. ISBN: 0-395-64049

Description

The 31-page book has lots of photographs and takes approximately 20 minutes to read aloud. While appropriate for primary grades, the book and activities could be adapted for a staff development activity.

Summary

Jazmin Escalante moved to the United States from El Salvador and started school. In the story, Jazmin does not know English and experiences the many emotions new students encounter: anticipation, excitement, nervousness, loneliness, and happiness. The teacher mispronounces her name and some students tease her and call her names. Jazmin expresses her frustration to her parents. She gains the assistance of an adult in the school who speaks Spanish. Finally, Jazmin decides school is all right, once she has a friend.

Classroom Connections

Introduce the book using a Think-Pair-Share.

- Ask students to **think** about a time when they were a newcomer (e.g., at school, in a swimming class, or at a camp). Ask the students to **pair** with a partner and discuss how they got ready for this new experience. Have several volunteers **share** their experiences.

After reading the story to the class, the following expansion activities could be employed.

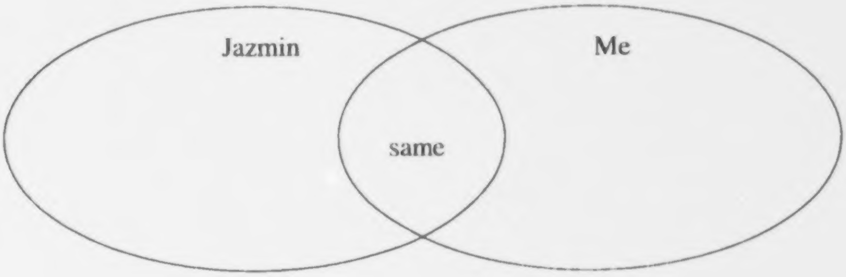
- Using a large piece of paper, trace the outline of a student. Have students recall the positive things that happened to Jazmin the first week of school and write these on the inside of the body tracing. Have students recall the "bad" things that happened to Jazmin when she went to school on the first day and record these on the outside of the outline.

For each negative experience, ask students to think of a positive way the situation could have been handled and write these suggestions on the inside of the tracing. The following table lists some examples students could be asked to generate with teacher assistance.

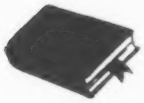
Negative Experiences	*A Positive Alternative*
• The teacher mispronounced Jazmin's name.	• The teacher could ask the parent volunteer to have Jazmin introduce herself and translate Jazmin's words for the class.
• Emily showed Jazmin the cafeteria and then Jazmin was left alone.	• The class buddy, Emily, could stay with Jazmin, acting as a hostess. (Think about the jobs a hostess fulfills.)
• Jazmin thought no one cared about her.	• The teacher could have welcomed Jazmin in class—list some ways you know you are welcome.
• Jazmin was put in fourth grade even though she was ready for fifth grade.	• Jazmin could have been tested and placed in the correct class before school began.

Ask students to brainstorm what they could do for a new student in the classroom. Add these ideas to the inside of the tracing. Cut out the traced figure and share all the positive ideas that students generated to make a new student feel welcomed.

- Have students compare and contrast Jazmin's experience of being new with their experiences of being the new kid in a class or being new to an activity. How are they similar and different? A Venn Diagram could be used for this activity.



- Ask students to apply what they know and create a brochure that would contain basic information to welcome new students to the class.



Book Talk
Jorah's Journal

Caseley, J. (1997). *Jorah's journal.* New York: Greenwillow Books. ISBN: 0688-14879-4

Description

This chapter book is 60 pages in length. Each chapter can be read aloud in seven to twelve minutes. It could be used as a read-aloud in the early primary grades and for independent reading in late primary/early intermediate elementary grades (grades 2-4).

Summary

Jorah's feelings and experiences are shared in this chapter book, which follows her journey from finding out that she would be moving to being settled in a new location. In the story, Jorah and her family (Mom, Dad, and brother) are moving to a new city because of her father's new job. Jorah's emotions range from being angry and apprehensive to being comfortable in her new neighborhood with a new friend. The chapter book lends itself well to being shared in small read-aloud sections.

Classroom Connections

Chapter 1: Moving Day

Jorah says goodbye to her apartment and moves into a house, where her mother gives her a writing journal as a housewarming gift.

- Ask students to share what it is like to move. Since the book makes use of journal writing, students could make journals. After reading a chapter, ask students to write their reflections in their journals. Students can share responses to questions such as: (1) How do people get ready to move? (2) What could be good about moving? (3) What would be hard about moving?

- Consider asking students to draw a picture of a person who is moving that shows how he or she feels about the move.

Chapter 2: The New Girl in Class

Jorah starts school, finds out that green shoes with feathers are not cool in the new school, is teased by a boy, and begins to meet people at the school.

- Ask students to:
  - share why they think Jorah's new classmates welcomed her the way they did.

- think about how the students in the story could have welcomed Jorah differently.
- role-play how the characters in the story could have made Jorah feel more welcomed. Possible role-plays include: (1) talking about the green shoes; (2) eating lunch in the cafeteria; (3) Jay pulling Jorah's hair.

Chapter 3: Jorah's Lesson
Jorah's teacher explains how the months got their names and begins looking up what students' names mean in the dictionary. Jorah is called out of class before finding out what her name means.

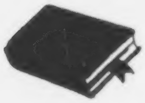
- Ask children to share what their names mean. "Naming your baby" books and conversations with family members are good resources to assist students with this research.
- Play a name game association to help a new student get introduced to the class. People could say their name and something they enjoy that starts with the same letter. For example, "My name is *R*ichard and I like to *r*ead," or "My name is *S*amantha and I like to *s*wim." Then have students in the class try to name everyone and what they like. Asking a new student to do this near the end of the game would be too much pressure. Let the new student be the second or third to report out. Hearing classmates' names a couple of times is helpful and relatively quick.

Chapter 4: Jorah and Caleb
Jorah finds out she was called out of class because Caleb is sick in the clinic and her mother could not be reached. She comforts her brother until her mother arrives. She is disappointed to learn she has missed learning what her name means.

- Discuss what it would be like to be in an unknown place, like Jorah. Have students design a tour of the school that they could give a new student to make the process easier. What places around the school need to be included? What interesting tidbits about the school should be included? What symbols could be used to help people orient themselves in the building? Are there helpful color codes in the building that should be explained?

Chapter 5: Jorah's Birthday
Jorah laments not having any friends with whom to share her birthday. She takes cupcakes to school to share. The teacher also follows up with Jorah about the meaning of her name and explains that it was so beautiful it was not in the dictionary. The teacher asks Jorah if she would ask her mother the meaning. After school, a classmate from the neighborhood comes over. Jorah and Mora become friends and share cake.

- Discuss how Jorah's perspective on the move has changed. Talk about how change occurs in stages. Most students can relate to the example of a caterpillar that turns into a butterfly or the process of a baby learning to crawl, walk, toddle, and then run. Share that when people move, there are stages of adjustment ranging from denial, fear, anger, and resentment to anticipation and finally acceptance. Re-read the last journal entry and ask students to pretend that they are Jorah and to predict what Jorah would write in the next entry.



Book Talk
Uncle Willie and the Soup Kitchen

DiSalvo-Ryan, D. (1991). *Uncle Willie and the soup kitchen.* New York: Morrow Junior Books.
ISBN: 0.688-09165-2

Description
This 30-page book is illustrated with watercolor and colored pencils. The book would work well as a read aloud.

Summary
An elementary-aged boy has a day off from school and goes with his uncle to the soup kitchen where he works. The issue of homelessness in a community is dealt with in a sensitive and respectful manner. The book begins with a sense that the boy is hesitant about encountering a homeless man, but sees his uncle doing so with ease. The boy spends the day with his uncle at the soup kitchen and observes that homeless people are just people.

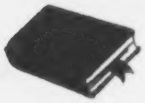
Classroom Connection
Do a KWL chart about a soup kitchen. A sample chart is included below.

KWL: Soup Kitchens

What do you **Know**?	What do you **Want** to learn?	What did you **Learn**?

Complete the first two columns. Read the book. Then add to the chart under the "learned" section and review the first two columns to determine what ideas were verified or disputed. Questions that remain unanswered could be the impetus for further class or individual research.

Ask students predict what the story is about by looking at the pictures.
- What is happening?
- How is the young boy feeling?



Book Talk

Gracie's Girl

Wittlinger, E. (2000). *Gracie's girl.* New York: Simon & Schuster. ISBN: 0689-82249-9

Description

This 186-page book is divided into 20 chapters. It would be most appropriate for upper elementary and middle school students.

Summary

Bess Cunningham is a rising sixth grader who wants to be noticed in middle school. To do so, she tries eccentric clothes and being a stage director for the school play; however, it is her work with a homeless shelter that gets her noticed. The story deals with the dynamics of friendship and family, school relationships, personal interests, and how they all weave together to shape an individual. Bess encounters many of the dilemmas common to middle schoolers—from seeing a friend start dating to working with her brother. In the end, Bess must deal with the death of a lady experiencing homelessness that she befriended.

Classroom Connection

The theme of this book is relationships. A reader could examine the social dynamics of the following kinds of relationships:

- Parents
- Peers
- Best friends
- Siblings
- Community members
- Yourself

To discuss the issues of homelessness, students might

- Consider how Gracie becoming homeless and adapting to life on the street is a reality to which many Americans are closer than they think.
- Hypothesize why the hotel owner suddenly changed his mind about the homeless shelter.
- Design a food or clothing drive to support a local homeless shelter.
- Conduct action research on the topic of homelessness in their community.
- Write a persuasive essay to support their position on the issue of whether Bess did the right thing by letting Gracie stay at the school.

Book Talk
Fly Away Home

Bunting, E., and Himler, R. (1991). *Fly away home*. New York: Clarion Books.

Description

This 30-page book is illustrated with watercolors. The book is a short read-aloud length and has been featured on the PBS show *Reading Rainbow*. ALA Notable Book

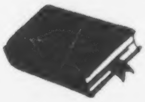
Summary

This is the story of a father and son who are experiencing homelessness after the child's mother dies. The family lives in the airport and does their best to remain inconspicuous. The father does have a job on the weekends, but has not found more employment, and there is not enough money to pay the rent. The boy, who is not yet seven, helps with travelers' luggage in order to earn money as well. The boy learns a lot from observing. A bird is trapped in the airport concourse and keeps trying to get out, frequently running into the glass. Finally, the boy sees the bird fly away home and understands that that is something he too will be able to do one day.

Classroom Connection

Ask students to describe people who are homeless. Make a tree chart that classifies all the various appearances that students contribute. Read the book and ask students what additions need to be made. Ask students how the characters in the book compare and contrast with their ideas about what homeless people are like.

Use the activities, available from PBS, that accompany the video of this show.



Book Talk
Marvin One Too Many

Paterson, K. (2001). *Marvin one too many.* New York: HarperCollins.

Description

This 48-page book is an *I Can Read Book*, meaning the vocabulary is controlled for successful reading by beginning readers. The book is appropriate for children ages 4 to 8.

Summary

Marvin arrives late on the first day of school only to be told by his teacher that there is no room for him. To add to Marvin's challenges, he struggles with reading and doesn't want to burden his busy parents to help him. When Marvin finally shares his troubles with his dad, he learns his father was a "late bloomer" when it came to reading, too, but he did learn. The family joins forces to help Marvin unlock the code to reading and begin to "fit in" in his class.

Classroom Connection

If used as a read-aloud selection, introduce the book by asking the children

- Have you ever been late to a class, sporting practice, or group lesson?
- Have you ever felt as though the group you were joining didn't have room for you?
- How did you feel? Did your feelings change after being there?

Following reading the story aloud or as a follow-up activity for independent reading, students could

- Discuss ways that Marvin could have been made to feel more welcome in class.
- Discuss skills that they found difficult to master but can now do well (e.g., tying shoes, riding a bike, reading). Who helped them develop the skill? Did it take much practice? Draw a picture of yourself performing the mastered skill with the person(s) who helped teach you.
- Marvin waited a long time before telling his dad he was having trouble learning to read. Was this a good idea? What could Marvin have done differently? How might that have changed the story?

For teachers: As a staff development activity, this book, especially the beginning passage, describes a situation that teachers may face at any point in the year, especially in areas with high mobility rates. Reflect on the power of those few words, "One too many," and the impact on the student. The care teachers take, even when that extra desk isn't in the room, to make the first impression one of acceptance sets the stage for new students and colors their interpretation of future events in the class.

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite
Mobility Interviews with school principals (*N*=5), counselors (*N*=10), and social workers (*N*=3) in 18 elementary schools with high mobility in the southwestern U.S.	Academic support, personal development, family support, community building for students and their families	Increased school stability (Qualitative study)	• The most effective intervention targeted supporting families, such as wraparound services provided at the school in the form of a "community hub." • Students benefited from consistent programming and clear guidelines that address academic and social needs. • Students benefited from increased interaction with caring school personnel who have high expectations. • Successful programs valued positive, welcoming relationships with families. • Sustainable programs existed in schools with high levels of collegiality, shared leadership, and continual internal formative evaluation used to improve programming.	Fisher & Matthews, 1999
Mobility Random sample of 1-6 grade students in Minneapolis Public Schools: *N*=6098 Qualitative interviews with 100 families entering Minneapolis Public Schools	Mobility and related factors	Academic achievement	• Mobility was more prevalent among students of color, low-income students, and students in single-parent households. • Mobile students had lower attendance levels. • Reading scores were 50% lower for students who moved 3 or more times when compared to students who did not move. • Students absent 20% of the time scored 20 points lower on the California Achievement Tests in reading (approximately one standard deviation). • Based on interviews, reasons for mobility fell into 4 categories: coping (e.g., poor housing), forced (e.g., eviction), upward mobility (e.g., better job), or lifestyle (e.g., moving is cultural norm). • Lack of family stability and insufficient safe, affordable housing impacted school mobility.	Family Housing Fund, 1998

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite
Mobility 105 sixth graders in a Tennessee middle school	Multiple moves	Student achievement	• Statistical difference between groups with no moves or one move and those that made multiple moves. • No statistical difference found between students who moved more than twice. • Students who moved three or more times more likely to be eligible for special education. • Moves related to poverty and loss of housing resulted in weaker academic achievement. • Recommended that students would benefit from programs to decrease school mobility.	Kariuki & Nash, 1999
Urban mobility 4 schools in Chicago	School mobility	Impact on stable students and the schools	• Mobility affected all students in class, taking teacher time away from stable students to review classroom rules and procedures and address academic needs. • Frequent moves decreased likelihood of high school graduation. • There may be increased costs for transient students: greater paperwork for administrators and teachers and time spent in tracking records that could be spent on curriculum and instruction.	Kerbow, 1996
Urban mobility 764 sixth graders in NYC enrolled since kindergarten during 1996-97	School mobility	Student achievement (as defined by standardized tests and age-grade progress	• This study controlled for previous achievement in the analysis. • No significant association between achievement and mobility was found. Performance in sixth grade correlated with third grade performance. However, mobility prior to third grade was associated with lower academic achievement. • Authors propose two explanations: (1) there may be a third variable, such as a family characteristic related to achievement and mobility, or (2) early mobility may be a stronger predictor of achievement than later mobility. • If the second explanation is viable, the authors suggest that additional supports be provided to young students when they transfer and that school systems work with community partners to decrease the negative impact of school moves.	Heinlein & Shinn, 2000

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite
High Poverty Students in inner-city elementary schools (low-income, minority students) 214 classrooms averaging 26.6 students per class *N*=5701	Stability vs. mobility (as measured by turnover rates at the classroom level)	Individual student achievement for stable students in the class	• No significant correlation was found between individual student achievement and the level of classroom mobility for *students who remained stable*. • Mobility index computed for classrooms: Arriving + Leaving + Staying + Arriving • Cumulative effects of mobility were not addressed.	Heywood, Thomas, & White, 1997
High Poverty 1087 urban low-income students followed from kindergarten to eighth grade	Single school placement versus multiple moves	Math and reading test achievement; school perceptions and experiences based on interviews and surveys	• Most students were likely to fall behind stable peers academically with each move even when accounting for kindergarten achievement; achievement was impacted even by two moves. • Student and family background variables should be controlled; students with the greatest number of moves by grade 7 had lower scores than their stable peers, even in kindergarten, suggesting that some achievement differences between mobile and nonmobile students exist prior to moves. • School moves were not adverse for all students, especially if the move was to a prestigious school, such as an academy or magnet school.	Temple & Reynolds, 1999
High Poverty 21 high-performing schools	Seven common factors identified in "results"	High academic achievement	Common traits: (quoted from introduction) • Principals are free to make decisions regarding expenditures, personnel, and instruction. • Principals use measurable goals to establish a culture of achievement. • Master teachers are used strategically to bring out the best in faculty. • Rigorous and regular testing document continuous student achievement. • Achievement provides the basis for discipline built on self-control and high expectations. • Principals work with parents to make the home a center of learning. • Extended learning time through time on task, extended days, before-school, after-school, and weekend programs, and summer programming.	Carter, 2000

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite
Diverse Student Populations (poverty and race/ethnicity) 4 Texas school districts with high percentages of poverty and children of color; varying district size, location, and student demographics	See results	Districts selected whose overall performance (and disaggregated performance) qualified for Recognized or Exemplary status on the Texas Assessment (TAAS)	This qualitative study attempted to capture the events, activities, and characteristics of school districts that were able to significantly increase the academic achievement of their diverse student populations. Among the factors identified as impacting achievement increases, the following were noted: • State requirements for accountability, including disaggregation by race and income, was a catalyst for change. • Local pressure from activists who could now access data by subgroups and challenge local leaders to explain why such large discrepancies existed between racial and economic groups. • "Ethical response" from local leadership to create equitable systems of education and create a shared vision of high expectations. • Focus on change at the classroom level with nurturing and support for educators and multiple strategies to reach identified goals. • Data-driven decision-making.	Skrla, Scheurich, & Johnson, 2000
Migrant 1700 MEP summer-term projects; 262,000 migrant students	Project characteristics, types of instruction and supports provided, student record systems	N/A Descriptive study	Many summer projects identified and studied: • Lasted for six weeks. • Served less than 100 students. • Provided supplemental instruction in reading, language arts, and math. • Had the support of a home/school liaison/social worker/advocate. • 74% of students had records available at the start of the program, many already on file.	Parsad, Heaviside, Williams, & Farris, 2000

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite
Migrant 4 migrant-impacted school districts	Qualitative study sought to identify effective strategies for parent involvement in migrant communities	Districts studied were selected based on achievement data, attendance, promotion, and graduation rates for migratory students	• Need to know families on a personal basis and help them obtain any needed services. • School staff who had been migrant workers or had family members who experienced a migrant lifestyle increased the level of empathy and understanding of family needs. • Home visits allowed school personnel to build personal relationships with families and provided visible evidence to the families of the staff's commitment to their children. • Relationships with families are maintained over time. • In addition to supporting family needs, school personnel sought to empower the families to support their children's education (when the family's basic needs were met, more energy was available to advocate for their children). • Educational programming included the needs of all family members, including self-improvement courses (e.g., ESL or citizenship classes). • Collaboration within the school system and across outside agencies enhanced the effectiveness of the outreach and the level of parent involvement.	Lopez, Scribner, & Mahitivanichcha, 2001
Homeless 174 extremely poor housed and homeless English- speaking students ages 6 to 17 in Worcester, MA	Housing status, mobility, race/ethnicity, absenteeism, age, gender, school mobility	Academic achievement in reading, math, and spelling using the WIAT-S	• Majority of students scored in the low-average range on academic measures compared to the general population. • Gender, age, race/ethnicity, and school mobility were found to be predictive of academic achievement. • No difference in absenteeism was observed between housed and homeless students. • Housed students were more likely to be receiving special education services, which may reflect greater difficulty in accessing special education for homeless families due to the school's lack of familiarity with family needs and more frequent school moves. • Number of residential moves not significant; number of school moves did correlate with academic achievement, suggesting school mobility and achievement were related, independent of housing status. • Older students scored lower than younger peers—possibly due to the impact of larger schools, the likelihood that older students had lower motivation, or a cohort effect in which older youth had not benefited from school reforms.	Buckner, Bassuk, & Weinreb, 2001

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite
Homeless and special education youth Accessing 18 of 22 emergency homeless shelters in Los Angeles, 118 homeless parents were interviewed and 169 children (ages 6-12) were tested	homelessness	Incidence of behavioral disorders (BD), learning disabilities (LD), or mental retardation (MR)	• Almost half (46%) of the children tested within the borderline to highly probable range for at least one disability; there was no significant difference in the percentages identified by gender. • BD was most prevalent, being noted for 30% of students screened. • Approximately 20% scored in the borderline to highly probable range for LD. • Approximately 7% scored in the borderline to highly probable range for MR. • Compared to the general population incidence, children in the shelters were 4 times more likely to have symptoms of BD, 3 times more likely to have symptoms of LD, and 7 times more likely to have symptoms of MR. • The researchers caution that the diagnoses do not take into account the assessments' cultural bias and the possibility that missed schooling rather than true learning disabilities led to depressed achievement scores. • The researchers suggest their findings support the need for prereferral interventions and possible special education eligibility for students experiencing homelessness. Schools are encouraged to identify educational needs at an early age for this population of students.	Zima, Forness, Bussing, & Benjamin, 1998

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite

Military
15 DoD middle schools in U.S., Germany, and Japan; 130 interviews: school principals, language arts teachers, military commanders and liaisons, curriculum specialists, assistant and district superintendents, Director of DoD and other senior staff at DC headquarters
	Descriptive, exploratory study
	See results and implications
		Performance on 1998 NAEP (National Assessment of Educational Progress)	• Achievement: NAEP performance for students in DoD schools
			  • 38% of eighth graders (stateside) scored proficient or higher in writing—second only to CT (national average: 24%).
			  • 31% of eighth graders (overseas) scored proficient or higher in writing.
			  • 37% of eighth graders (stateside) scored proficient or higher in reading—surpassed only by CT and ME (national average: 30%).
			  • 36% of eighth graders (overseas) scored proficient or higher in reading.
			  • Scores for African-American and Hispanic students were first or second in the U.S. for their subgroups—achievement discrepancies between Caucasian and minority students were smaller than the national average. The percentage of minority students in stateside DoD schools was higher than the national average..
			• Identified factors that support higher achievement:
			  • Strategic Planning: involves parents, faculty, administrators, support staff, community leaders, and military personnel
			  • Alignment of Key System Components: standardized test assessment of all students is shared with school districts and disaggregated by grade, gender, and race. Assessment is used to plan for students, conduct curriculum alignment, and develop instructional goals.
			  • High expectations: high standards, teacher accountability, and limited tracking of students.
			  • Teacher quality: competitive pay scales and professional development opportunities attract high-quality teachers and increase teacher retention.
			  • Child Care: preschool and after-school youth centers are nationally recognized (e.g., family child care coordinates in-home care with certified providers).
			  • Small Schools: consistent with much research, smaller schools increase opportunities to nurture effective relationships that increase academic achievement; most DoD schools are smaller than those in most states.
				Smrekar, Guthrie, Owens, & Sims, 2001

Research Summary Table

Participants	Independent Variables (Inputs)	Dependent Variables (Outcomes)	Results and Implications	Cite
Military 6,382 adolescents between 10 and 18 and their parents who were in the military (Air Force, Army, Navy, and Marine Corps), 60% public schools 19% public schools on military installations 12% enrolled at DoDDS (located outside continental U.S.)	characteristics, transitions, and school experiences	perceptions of adolescent children of military personnel and academic achievement	• Transitions alone are not predictive of academic failure—it depends on support systems. • Majority were A/B students and attended public schools. • Reported positive, supportive school cultures (interested teachers who praised efforts and listened). • Participation in extracurricular activities served an integrating function with athletics, music, and school clubs connecting these adolescents with peers and creating an environmental resource to mediate transition effects. • Another strength was strong parent involvement at home and in school.	Strobino & Salvaterra, 2000
Gifted and Military 2 families attending elementary school on the military base, 6 adolescent students attending public schools	N/A	N/A (qualitative study)	• Teens felt their moves affected them more socially than academically, especially if they moved to a nontransient community, due to lack of empathy from nonmobile peers. • Some teens suggested the moves enhanced their academic skills (not knowing what the competition was like, they started off working harder). • Some teens saw the move as an opportunity to revise their image and create a new identity (i.e., make a fresh start). • Lack of consistency in school structures, grading, and identification for enrichment programs was frustrating for students and their parents. • The family played a major role in successful transitions by having open communication and viewing the move as a shared goal for future success. • Authors suggest family cohesiveness and giftedness worked together to negate possible negative impacts of school moves.	Plucker & Yecke, 1999
Immigrants High school students in a large, predominantly racial-minority city in the western United States. 26 low income Latino students in 10th through 12th grade,	N/A Qualititative case study	N/A Two years of participant observation. Data included interviews, focus groups, and observations	• Institutional support systems, impact the daily lives of low- and high-achieving poor Latino students. • The structure of the high school reinforced lower expectations for achievement among second- and third-generation students who were locked into lower level courses and tracking. • New immigrant students who were involved in more rigorous programs had higher expectations for themselves and performed better academically. • Depending on the culture of the program, immigrants students in more	Conchas, 2001

both immigrant from Mexico and Central and South America and second- and third-generation Mexican Americans.			rigorous programs were either "invisible" despite their success and felt highly stressed or they experienced a sense of community that fostered more effective racial and ethnic integration. • Linking academic success with strong collaborative relationships among teachers and students led to more positive experiences for students.	

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Kids Mobility Project: http://www.fhfund.org/About/index.html (Family Housing Fund, Public Education and Research)

Michigan Public Policy Initiative, Spotlight on Applied Research, Families on the Move: http://www.icyf.msu.edu/publicats/mobility/mobility.htm

Poverty & Race Research Action Council (PRRAC): http//www.prrac.org (links to research and resources; developing a handbook and "toolbox" on school mobility)

Staying Put: A multi-level campaign to increase awareness about the effects of mobility on achievement: Retrieved from http://www.chicagopanel.org/Chicago%20Panel/stayingput.htm (Materials are available for purchase and include a brochure on student mobility, a student portfolio, a checklist for parents when transferring children to a new school, and lesson plans for teachers.)

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East Coast Migrant Head Start Project: http://www.ecmhsp.org

ERIC Clearinghouse on Rural Education and Small Schools: http://www.ael.org/eric/migrant.htm

ESCORT, Migrant Education: http://www.escort.org

Interstate Migrant Education Council: http://migedimec.org/

Project Synergy (The Michigan Department of Education and Van Buren Intermediate School District: a resource for connecting migrant student classrooms): http://synergy.vbisd.org/welcome.htm

United States Department of Education, Office of Migrant Education: http://www.ed.gov/offices/OESE/MEP

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ESCORT publications (available via the website listed above):

- The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners
- Help! They Don't Speak English Starter Kit: For Primary Teachers

National Migrant Education Hotline: 800-234-8848. This national hotline will take calls originating in a state and route them to a migrant education office in the same state to connect families with the services available.

"Su Familia" National Hispanic Family Health Helpline: 866-783-2645/866-SU-FAMILIA. Bilingual health hotline created by the Department of Health and Human Services to help Hispanic families get basic health information, including referrals to local health providers and federally supported programs. Toll-free hotline is open Monday through Friday, 9:00 a.m. to 6:00 p.m. Eastern time.

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The Casey Family Program (provides long-term out-of-home care to children and youth): http://www.casey.org

National Association for the Education of Homeless Children and Youth: http://www.naehcy.org

National Center for Homeless Education: http://www.serve.org/nche

National Coalition for the Homeless: http://nationalhomeless.org

National Law Center for Homelessness and Poverty: http://www.nlchp.org

National Low Income Housing Coalition: http://www.nlihc.org

Project HOPE, Virginia's Homeless Education Program: http://www.wm.edu/education/HOPE/

Texas Homeless Education Office: www.utdanacenter.org/theo/

Illinois Homeless Education Program: homelessed.net/resource/default.htm

(other state websites are available by visiting the NCHE website)

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Department of Defense Education Activity: http://www.odedodea.edu

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National Military Family Association: http://www.nmfa.org

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Student websites: Around the World in a Lifetime (AWAL): http://www.fsyf.org
TCK World: http://www.tckworld.com
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Center for Research on Education, Diversity, and Excellence (CREDE): http://crede@cats.ucsc.edu

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA): http://wwwncela.gwu.edu

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA): http://www.ed.gov/offices/OBEMLA/

Parent Information and Resource Centers (PIRCs):
http://www.ed.gov/Family/ParentCtrs/index.html (Centers to support low income, minority and limited English proficiency communities, including families and schools)

U.S. Department of Education, Office of Civil Rights Programs for English Language Learners:
http://www.ed.gov/offices/OCR/ELL/overview.html

United State Immigration Service Center: http://www.1mmigration-lotter.com/newlegal.htm

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Miscellaneous

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Plyler v. Doe, 457 U.S. 202 (1982)

Website for gifted education: http://www.ed.gov/offices/OESE/Javits/index.html

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Curriculum and Assessment Materials

(Selection should be made based on local review and appropriateness for your student population.)

ASCD/McREL *Snapshot Assessment System: An Informal Tool for Classroom Teachers*. This system for assessing migrant, language different, and mobile students is divided into three levels (primary (K-3), intermediate (4-6), and secondary (7-8). http://www.mcrel.org

Girls and Boys Town Reading Is Fame: Developmental reading curriculum for high school students who are currently reading below grade level. Developed for English speakers but being implemented successfully with ESL students and students with learning disabilities.

ESL Literacy Training Materials: http://home@bridgebooks.net

Assessments for LEP students recommended by Lozano & Costellano, 1999:

- Leiter International Scales—Revised. Roid & Miller, 1997.
- Language Assessment Scales—Reading/Writing. Duncan & De Avila, 1988.
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- The Preschool Language Scale—3 (Spanish). Zimmerman, Steiner, & Pond, 1993.
- Bilingual Classroom Communication Profile. Roseberry-McKibbin, 1993.
- Observational Rating Scales. Semel, Wiig, & Secord, 1996.

Developing, Implementing, & Sustaining Comprehensive School-Wide Behavior Programs for All Students (PAR 2001): http://www.spsbe.jhu.edu/partner/partnerspecialed.cfm (Schoolwide management system developed at Johns Hopkins by Michael Rosenberg and Lori Jackman)

About the Authors

Patricia A. Popp is the State Coordinator for the Education of Homeless Children and Youth, Project HOPE – Virginia, a collaborative initiative between The College of William and Mary and the Virginia Department of Education, Division of Special Education and Student Services. Pat is an adjunct professor for the Curriculum and Instruction Department at The College of William and Mary. She received her Ph.D. in Educational Policy, Planning, and Leadership with an emphasis in Special Education at The College of William and Mary, her Master's degree in learning disabilities at Virginia Commonwealth University, and her Bachelor's degree in elementary and special education at Boston University. She has taught kindergarten through fifth grade in self-contained, resource rooms, and collaborative teaching settings and tutored students from elementary through high school and undergraduate work. Her areas of interest and research include collaboration, children and youth experiencing homelessness and other forms of mobility, and students with learning disabilities. She can be contacted at: pxpopp@wm.edu.

Jennifer L. Hindman is an Outreach Specialist for Project HOPE-Virginia, the state's McKinney-Vento Program. She is the co-author of *A Toolkit for Local Contacts: The Nuts and Bolts of Identifying and Supporting Local Homeless Education Liaisons* (National Center on Homeless Education (NCHE), 2002) and *State Coordinators' Handbook* (NCHE, 2003) with Patricia Popp and James Stronge. She has conducted numerous workshops on the rights and needs of students experiencing homelessness. She also works as an educational consultant in the areas of teacher effectiveness, teacher selection, and performance evaluation. Her work on teacher selection has been published by *Educational Leadership*. She earned her M.T. in elementary education from the University of Virginia. She has been a middle school teacher and a science specialist. She can be contacted at jlhind@wm.edu.

James H. Stronge is Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary in Williamsburg, Virginia. Among his primary research interests are teacher effectiveness and student success, and performance evaluation. He is the author or co-author of numerous articles, books, and technical reports on teacher quality and performance evaluation. Selected authored, co-authored, and edited books include:

- *Handbook on Educational Specialist Evaluation* (Eye on Education, 2003),
- *Superintendent Evaluation Handbook* (Scarecrow Press, 2003),
- *Handbook on Teacher Evaluation* (Eye on Education, 2003),
- *Qualities of Effective Teaching* (Association for Supervision and Curriculum Development, 2002), and
- *Education Homeless Students: Promising Practices* (Eye on Education, 2000).

He serves as the associate editor for the *Journal of Personnel Evaluation in Education* (Kluwer Academic Press). In addition, he is the faculty liaison for Project HOPE-Virginia, the state's McKinney-Vento Program. His doctorate in the area of educational administration and planning was received from the University of Alabama. He has been a teacher, counselor, and district-level administrator. He can be contacted at: jhstro@wm.edu.

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